

**SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES**

English

Revision Date: 07-01-21

[Syllabus Statements](#)

I. CATALOG DESCRIPTION

Course Number: ENGL1010

Course Title: English Composition I

Prerequisite: Appropriate placement score OR grade of "C" or higher in ENGL0985 or ENGL0999.

Catalog Description: English Composition I offers instructional practice in the techniques of effective writing. The process of planning, writing, revising, and editing essays for particular audiences and purposes and research-related skills are also emphasized.

Credit Hours: 3.0

Class Hours: 45

Lab Hours: 0

Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Provide practice in writing clear, coherent, effective essays for multiple purposes and audiences according to commonly accepted standards of usage and mechanics.
- B. Facilitate the development of ideas and clear insights to provoke critical and creative thinking.
- C. Offer students opportunities to develop and refine writing skills through peer feedback and self-revision.
- D. Provide students opportunities to analyze and evaluate writing in order to identify and employ rhetorical strategies.
- E. Introduce the use of research skills to responsibly evaluate and ethically incorporate information using a standard citation method.
- F. Introduce strategies for collection and evaluation of information from a variety of sources, to include the use of institutional databases and library resources.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

A. Student Learning Outcomes: *Student will be able to:*

- 1. Apply principles of the writing process.
- 2. Construct effective thesis statements.
- 3. Write unified and well-supported essays with coherent paragraphs.
- 4. Adapt writing to engage different audiences.
- 5. Implement context-appropriate rhetorical methods.
- 6. Evaluate student, peer, and professional writing.
- 7. Revise essays for content, structure, tone, voice, and diction.
- 8. Edit the draft carefully to eliminate errors in grammar, usage, and mechanics.
- 9. Evaluate source relevance and credibility.
- 10. Utilize a recognized formatting and citation style to ethically incorporate source material.
- 11. Demonstrate digital literacy in collecting source material.
- 12. Respond to a variety of texts in an academic manner.
- 13. Synthesis effective and ethical research notes from source material.

B. General Education Learning Outcomes

- 1. GELO #2: Written Communication
Outcome: Comprehend, analyze, and evaluate a given text.

Outcome: Develop a focused thesis statement and write with a clear purpose, using relevant examples, claims, and evidence.

Outcome: Identify and evaluate evidence from a variety of printed, visual, and electronic sources.

Outcome: Use content and style appropriate to a given audience.

Outcome: Read and write in mechanically-sound, college-level English.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- A. Audience
 - 1. Develop an awareness of the audience.
 - 2. Tailor writing to a specific audience.
- B. Genre conventions
 - 1. Distinguish among various purposes of writing.
 - 2. Recognize generic conventions.
 - 3. Employ generic conventions.
- C. Focus
 - 1. Discuss student, peer, and professional essays.
 - 2. Identify topics.
 - 3. Construct thesis statements.
 - 4. Narrow topic to a scope appropriate to assignment.
- D. Invention
 - 1. Employ prewriting strategies.
- E. Organization
 - 1. Recognize organizational patterns.
 - 2. Select appropriate organizational patterns for essays.
- F. Essays
 - 1. Create effective introductions.
 - 2. Compose unified supporting paragraphs.
 - 3. Select details to clearly and logically support thesis.
 - 4. Craft effective conclusions.
- G. Revision and Editing
 - 1. Revise for audience and purpose.
 - 2. Assess alternative methods of ordering information.
 - 3. Evaluate effectiveness of transitions.
 - 4. Add or eliminate information based on relevance to thesis.
 - 5. Edit writing to meet common acceptable standards of grammar, usage, and mechanics.
- H. Research
 - 1. Use primary and secondary research sources, including institutional databases.
 - 2. Evaluate sources for credibility and relevance to topic and purpose.
 - 3. Synthesize and integrate source material.
 - 4. Use a standard, recognized style for formatting and documenting sources.
 - 5. Recognize and avoid plagiarism.

V. INSTRUCTIONAL MATERIALS

- A. Required texts:
 - 1. Richard Bullock, Maureen Daly Goggin, *Norton Field Guide to Writing with Readings and Handbook*, 5th ed. MLA Update, Norton, 2020. ISBN: 978-0-393-88574-3.
- B. Other resources:
 - 1. A current, quality dictionary is recommended.
 - 2. Supplemental readings as determined by instructor

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation and delivery format are determined by the instructor. They traditionally include some combination of the following:
 1. Technology enhanced lecture
 2. Classroom discussion
 3. Interactive group activities
 4. Audio visual materials
 5. Online instruction

VII. METHODS OF EVALUATION

- A. Methods of evaluation typically include a combination of the following:
 1. Minimum of 3 sustained, finished essays: equivalent of 20 polished pages (6,000 words) in addition to a number of shorter writing assignments leading (directly or indirectly) to the finished, formal pieces. One of the essays must include an introduction to effective/ethical research, the responsible incorporation of source material, and the use of MLA to document a minimum of 3 sources used in the paper. This is NOT a “research paper.” *60-70% of course grade.*
 2. A weekly journal/collection of informal writing to include guided opportunities to reflect on the development of their own writing and learning; misc. preparation, homework. *10-15% of course grade.*
 3. Written responses (both formal and informal) to published texts using rhetorical concepts and strategies that place the students’ opinions and stance in relation to the author’s. *10-15% of course grade.*
 4. Miscellaneous in-class work, to include opportunities for idea generation, in-class journals, quizzes, peer response, and written reflection. *5-15% of course grade.*
 5. 1010 Summary Response Assessment. *Mandatory 5% of course grade.*
- B. Students will receive a course outline/syllabus indicating the instructor’s specific attendance policy, course requirements, and grading criteria.

C. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS

- A. General Requirements
 1. In order to receive a passing grade for ENGL1010, students must complete sufficient work assigned by their instructors to earn a course grade of “C” or better.
 2. To ensure that this objective is met, a minimum grade of “C” in ENGL1010 is required to qualify for transfer.
- B. Other requirements as determined by instructor/college.