

Syllabus
ENGL 1010
English Composition I
2021

Committee Members:

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The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	03/30/2021	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/26/2021	Adopt
 Chief Academic Officer, Metropolitan Community College	03/29/2021	Adopt
 Chief Academic Officer, Mid-Plains Community College	03/26/2021	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/27/2021	Adopt
 Chief Academic Officer, Northeast Community College	03/26/2021	Adopt
 Chief Academic Officer, Southeast Community College	03/29/2021	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/30/2021	Adopt



I. CATALOG DESCRIPTION

ENGL1010

English Composition I

Prerequisite: Assessment testing, placement based on multiple measures, or successful completion of developmental courses.

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.

3.0 semester credit hours; 4.5 quarter credit hours; 45 Contact Hours

II. COURSE OBJECTIVES/COMPETENCIES

Course will:

1. Provide practice in writing clear, coherent, effective essays for multiple purposes and audiences according to commonly accepted standards of usage and mechanics.
2. Facilitate the development of ideas and clear insights to provoke critical and creative thinking.
3. Offer students opportunities to develop and refine writing skills through peer feedback and self-revision.
4. Provide students opportunities to analyze and evaluate writing in order to identify and employ rhetorical strategies.
5. Introduce the use of research skills to responsibly evaluate and ethically incorporate information using a standard citation method.
6. 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

Students 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.

IV.CONTENT/TOPICAL OUTLINE

1. Audience
 - a. Develop an awareness of the audience.
 - b. Tailor writing to a specific audience.
2. Genre conventions
 - a. Distinguish among various purposes of writing.
 - b. Recognize generic conventions.
 - c. Employ generic conventions.
3. Focus
 - a. Discuss student, peer, and professional essays.
 - b. Identify topics.
 - c. Construct thesis statements.
 - d. Narrow topic to a scope appropriate to assignment.

4. Invention
 - a. Employ prewriting strategies.
5. Organization
 - a. Recognize organizational patterns.
 - b. Select appropriate organizational patterns for essays.
6. Essays
 - a. Create effective introductions.
 - b. Compose unified supporting paragraphs.
 - c. Select details to clearly and logically support a thesis.
 - d. Craft effective conclusions.
7. Revision and Editing
 - a. Revise for audience and purpose.
 - b. Assess alternative methods of ordering information.
 - c. Evaluate effectiveness of transitions.
 - d. Add or eliminate information based on relevance to thesis.
 - e. Edit writing to meet common acceptable standards of grammar, usage, and mechanics.
8. Research
 - a. Use primary and secondary research sources, including institutional databases.
 - b. Evaluate sources for credibility and relevance to topic and purpose.
 - c. Synthesize and integrate source material.
 - d. Use a standard, recognized style for formatting and documenting sources.
 - e. Recognize and avoid plagiarism.

V. INSTRUCTIONAL MATERIALS

1. Suggested texts
 - a. The Student Writer: Editor and Critic (McGraw/Hill)
 - b. Bloom's Essay Connection (Cengage)
 - c. Norton Field Guide to Writing (W. W. Norton)
 - d. Successful College Writing (Bedford)
 - e. Bedford Guide to Student Writing (Bedford)
 - f. The Little Seagull Handbook (W.W. Norton)
 - g. Reading Critically Writing Well (Bedford St. Martin's)
 - h. Ideas and Details: A Guide to College Writing (Cengage)
 - i. Easy Writer (MacMillan)
 - j. The Longman Writer (Longman)
2. Supplemental hand-outs, slides, videos, and Open Educational Resources (OERs) as determined by instructor.
3. Outside reading/research required and determined by instructor.
4. Handbook of instructor's choice.

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. Essays
 2. Assignments, projects, and portfolios
 3. Exams and quizzes
 4. Research-based project(s)
- B. Students will receive a course outline/syllabus indicating the instructor's specific attendance policy, course requirements, and grading criteria.

VIII. INSTITUTIONAL DEFINED SECTION

To be used at the discretion of each community college as deemed necessary.