ADMINISTRATIVE UNIT: Humanities Department

COURSE PREFIX AND NUMBER: ENGL 111

COURSE TITLE: English Composition I

NUMBER OF CREDIT HOURS: 3
Lecture Hours: 3
Laboratory Hours: 0

CATALOG DESCRIPTION: Expository writing to practice traditional rhetorical modes and strategies, to increase analytical clarity, and to achieve precise expression. Grade of C or better is required.

PREREQUISITE(S)/COREQUISITE(S): Grade of C or better in ENGL 107, or placement by ACT English Score or by SAT Verbal Score. Students whose ACT English Score is from 17 to 26 or whose SAT Verbal Score is from 430 to 1200 shall be placed in ENGL 111.

TEXT(S):

Texts: Many English Composition texts are currently on the market. Required texts for this course should include a handbook, a rhetoric and an anthology of expository writing. The possible choices are numerous, so please read carefully the complete listings below.

1. Handbook; suggested texts include the following, most recent edition:


   See number 5 below for combined texts.

2. A rhetoric; suggested texts include the following, most recent edition:


   See number 5 below for combined texts.

3. A rhetoric; suggested texts include the following, most recent edition:

   Eastman, A. & others, eds. The Norton Reader.
   Miller, G., ed. Short Takes: Model Essays for Composition.

See number 5 below for combined texts.


5. Suggested texts that combine two of the functions; choose one of the following, most recent edition:


6. Computer or word-processing guidelines (as applicable).

7. At some of the extended sites where English adjunct faculty and the local administration consider it necessary to continue in English 112 with at least one text used in English 111, the following combination has been approved as meeting the requirements for both composition courses and as demonstrating the different emphases in the two courses:


   Kennedy, X.J., & others. *The Bedford Reader*. Bedford. (Serves as both rhetoric and reader).

   ENGL 112— O'Hare, Frank & Edward Kline. *The Modern Writer’s Handbook*. Allyn & Bacon. (Serves as handbook and as MLA documentation guide; also includes APA style).


Course Objectives:

• To demonstrate knowledge and comprehension of textual material, correct writing conventions and correct grammar.

• To demonstrate skills in analysis, evaluation and use of appropriate supporting evidence in organizing writing.

Measurable Learning Outcomes

• Select and limit topics for composition as assigned.

• Formulate and state the point of each written
composition.

- Maintain unity and coherence in written assignments through such devices as explicit statement of the point, topic sentences in paragraphs, transitional words and phrases, and a significant organization of the evidence.
- Develop writing according to at least six of the following methods of organization: analysis, classification, comparison, contrast, definition, description, illustration, narration and persuasion.
- Recognize and practice effective sentence structures, such as subordination, coordination, parallelism, and active voice.
- Recognize and avoid incorrect and ineffective usage and construction, such as fragments, fused sentences, comma splices, dangling modifiers, errors in agreement, reference, point of view, tense, case and spelling.
- Identify, understand, and avoid or correct a number of major logical fallacies.
- Punctuate effectively.
- Write effective sentences that reflect an awareness of the power of words, by such means as varied sentence structure, precise idiom and appropriate diction, strong verbs, and others.
- Apply the fundamentals of word-processing to complete at least two written assignments.
- Revise consciously, effectively, and thoroughly, emphasizing correctness and the point, evidence, and organization of the finished composition.

Topical Outline (major areas of coverage):

Developmental policy requires students write and submit for evaluation six to ten well-developed expressive, analytical essays, for a total of 4000-5000 words.

- Grammar—subjects and verbs, adjectives, adverbs, prepositions, tense, agreement
- Paragraph structure
- Essay structures—including thesis, organization, and development
- Rhetorical modes
- Critical readings from the anthology, highlighting rhetorical modes, theses, evidence, organization
- Write, as an in-class, two-hour final examination, an essay of approximately 500 words, which shows mastery of the above objectives.

Recommended maximum class size for this course: 20

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.
NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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