

## COURSE OUTLINE

Course Number	Course Title	Credits
ENG-101	English Composition I	3.0
<b>Hours:</b> Lecture/Lab/Other 2 lecture, 2 lab	<b>Co- or Pre-requisite</b> Grade of C or better in ENG024 and ENG034, Multiple-Measures placement, or departmental approval.	<b>Implementation</b> Semester & Year Summer 2024

**Catalog description:** Designed to assist students in writing 750- to 1,500-word essays on topics in various academic disciplines. Focuses on development and support of ideas, essay structure, critical thinking, analysis of readings, revision, and other aspects of writing. In addition, students complete pre-writing activities that build toward a final product, often working in small groups. Students are also introduced to research techniques and documentation.

**General Education Category:**

Goal 1. Written and Oral Communication in English.

**Course coordinator:**

**Matthew J. Kochis**, Ph.D.  
[kochism@mccc.edu](mailto:kochism@mccc.edu)

**Course Student Learning Outcomes (SLO):**

*Upon successful completion of this course the student will be able to:*

- 1. Engaged Reading.** Demonstrate accurate understanding of the main points and content of source material (Supports ILG 1, 8, 9, 10, 11; LA Program Goal 1, 2, 3).
- 2. Argument:** Advance a coherent argument that addresses the assignment question. (Supports ILG 1, 10, 11; LA Program Goal 1, 2, 3).
- 3. Logic:** Use paragraph structure and transitional language to organize an assignment around a discernible idea. (Supports ILG 1, 10, 11; LA Program Goal 1, 2, 3).
- 4. Synthesis and Support.** Support argument by explaining and developing relationships between multiple sources (Supports ILG 1, 4, 8, 10, 11; LA Program Goal 1,2,3).
- 5. Sense of Audience and Clarity:** Anticipate the audience's needs by writing coherent prose and citing sources in a specified format (Supports ILG 1, 4, 10, 11; LA Program Goal 1, 2, 4).
- 6. Revision.** Apply revision tools and strategies to assignments. (Supports ILG 1, 4, 10, 11; LA Program Goal 1, 2, 3).

### **Course-specific Institutional Learning Goals (ILG):**

- **Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.
- **Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- **Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples.
- **Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.
- **Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- **Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Liberal Arts (PLO)**

1. **Concept Knowledge.** Understand the vocabulary, methods, and major concepts presented in the humanities, the social sciences, and the natural sciences.
2. **Communication.** Articulate complex ideas clearly and effectively, both verbally and in writing.
3. **Critical Thinking.** Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning).
4. **Research Methods.** Utilize research materials and methodologies.
5. **World Language Skills.** Speak, write, read, and comprehend a world language commensurate with the level of study.

### **Units of study in detail – Unit Student Learning Outcomes:**

***Note: All units are thematic rather than sequential; instructors will work on these concepts throughout the course as they overlap and flow together. Each unit ends at the end of the semester.***

**Unit I – Engaged Reading:** Demonstrate accurate understanding of the main points and content of source material (Supports SLO 1). [Method of assessment: discussion, preparatory assignments, essay]

#### **Learning Objectives**

***The student will be able to...***

- develop an awareness of one's own thinking while reading texts;
- utilize techniques of critical reading such as annotation, note-taking, and responsive freewriting;
- identify key passages and words in written works;
- notice voice markers and phrases signaling when a new voice enters the reading
- discern the difference between a concept a writer is describing, a concept the writer is countering, and a concept the writer is advancing;
- distinguish between one's own perspective and the author's point;
- interpret, analyze, and evaluate an author's argument;
- recognize intent, attitude, tone, and bias;
- represent writers' ideas with integrity;
- articulate relationships between ideas in multiple texts;
- build multidisciplinary knowledge and explore culturally diverse perspectives; and
- consider the impact of ideas/theories/concepts in people's lives;

**Unit II – Argument:** Advance a coherent argument that addresses the assignment question (Supports SLO 2). [Method of assessment: discussion, preparatory assignments, essay].

**Learning Objectives**

***The student will be able to...***

- create an argument that responds to the essay prompt;
- develop supporting paragraphs that contribute to the argument; and
- respond to assigned readings to develop original ideas that culminate in an argument.

**Unit III – Logic:** Use paragraph structure and transitional language to organize an assignment around a discernible idea (Supports SLO 3). [Method of assessment: discussion, preparatory assignments, essay].

**Learning Objectives**

***The student will be able to...***

- show logical progression of thought from sentence to sentence and paragraph to paragraph;
- identify and correct patterns of error and thereby eliminate patterns of error that impede reader's understanding of essay.

**Unit IV – Synthesis and Support.** Support argument by explaining and developing relationships between multiple sources (Supports SLO 4). [Method of assessment: discussion, preparatory assignments, essay]

**Learning Objectives**

***The student will be able to...***

- introduce, explain, and cite, in MLA format, relevant textual evidence;
- explain relationships among multiple texts and how each relates to the essay's claim;
- contextualize evidence from various sources;
- respond to sources with original ideas (evaluation, application, synthesis) that move beyond summary and class discussion;
- use techniques such as signal phrases to identify sources;
- build multidisciplinary knowledge and explore culturally diverse perspectives; and
- synthesize the ideas of more than one author.

**Unit V – Sense of Audience and Clarity:** Anticipate the audience's needs by writing coherent prose and citing sources in a specified format (Supports SLO 5). [Method of assessment: discussion, preparatory assignments, essay]

**Learning Objectives**

***The student will be able to...***

- draft essays that account for sources using in-text as well as work cited citations;
- use techniques such as signal phrases to identify sources;
- utilize MLA document standards in all written work;
- describe the differences between MLA and other citation standards (i.e., APA and Chicago);
- construct citations for a variety of informational materials – which may include, but not limited to books, short works from anthologies/collections, periodicals, as well as non-print electronic sources; and
- understand what kinds of borrowing constitute as plagiarism or misuse of artificial intelligence tools.
- and choose appropriate tone for purpose and audience.

**Unit VI - Revision.** Apply revision tools and strategies to assignments (Supports SLO 6).  
[Method of assessment: discussion, preparatory assignments, essay]

**Learning Objectives**

***The student will be able to...***

- produce multiple drafts that responds to a given assignment;
- develop the most important idea(s) further by clarifying, expanding, supporting connecting or deleting thoughts;
- select best ideas for further development; and
- produce a final draft that shows greater depth and growth from earlier drafts.

**Evaluation of student learning:**

Students are expected to complete drafts and revisions of at least four essays. One assignment during the semester will involve library research.