

ENG-1010: COLLEGE COMPOSITION I

Cuyahoga Community College

Viewing: ENG-1010 : College Composition I

Board of Trustees:

March 2024

Academic Term:

Fall 2024

Subject Code

ENG - English

Course Number:

1010

Title:

College Composition I

Catalog Description:

Study of and practice in academic writing; reading and interpretation of selected texts. Course may be thematically organized.

Credit Hour(s):

3

Lecture Hour(s):

3

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

Appropriate placement test score, or ENG-1003 Transition to College English, or ENG-0995 Applied College Literacies with a grade of "B" or higher; or ESL-1310 English as a Second Language: Grammar for Communication III and ESL-1321 ESL: Reading and Writing III, and ESL-1331 English as a Second Language: Speaking and Listening III; or ESL-1510 English as a Second Language: Accelerated Grammar II , and ESL-1520 English as a Second Language: Accelerated Writing II , and ESL-1530 English as a Second Language: Accelerated Speaking & Listening II , and ESL-1540 English as a Second Language: Accelerated Reading II; or departmental approval.

Note: ENG-0990 Language Fundamentals II taken prior to Fall 2021 will also meet prerequisite requirements. Students who earn a grade of "C" in ENG-0995 are eligible to enroll in a co-requisite pairing of ENG-1001 Intensive College Reading and Writing and ENG-1010 College Composition I.

Outcomes

Course Outcome(s):

Write compositions using appropriate rhetorical strategies that may include but are not limited to summary, analysis, report, reflection, narration, proposal, persuasion, and argumentation, with opportunities for response and revision.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Use digital environments to support writing tasks such as drafting, reviewing, revising, editing and sharing texts.
2. Write a minimum of 5000 total words (roughly 20 pages of written work). Multimodal or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing process, on which 70% of the final grade in the course must be based.
3. Develop a thesis.
4. Demonstrate competent written organization, logic, and development.
5. Integrate concepts from sources with one's personal experience in assigned writing.
6. Apply appropriate methodology and content from other disciplines to writing assignments.
7. Compose work that demonstrates understanding of purpose, audience, stance, tone, and structure.
8. Evaluate the potential of AI technology as a tool for enhancing learning, while acknowledging its limitations and ethical implications in original composition, particularly in relation to one's own work.

Course Outcome(s):

Read, interpret, and analyze, both verbally and in writing, various kinds of texts that may include but are not limited to nonfiction essays, articles, reports, literature, advertisements, photographs, other forms of visual art, and videos.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Evaluate assigned selections on the basis of criteria appropriate for that genre.
2. Distinguish between main points and supporting details.
3. Identify themes, images, and motifs.
4. Identify the objectivity and reliability of information found in texts.
5. Identify purpose and audience of selected texts.

Course Outcome(s):

Apply proofreading, editing, and revising techniques to all writing assignments and written communication.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Edit and proofread written work for effective grammar, syntax, organization, logic, development, coherence, and significance.
2. Demonstrate that college level writing is a process that requires constant revision and editing.
3. Utilize various forms of collaboration to prepare written work including but not limited to peer review, writing workshops, and student-instructor conferences.

Course Outcome(s):

Analyze and differentiate between primary and secondary sources, integrate and synthesize source material, and document evidence in accordance with academic standards.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Identify primary and secondary sources and describe the characteristics that distinguish these types of sources from one another.
2. Critically evaluate the credibility, relevance, and bias of primary and secondary sources.
3. Integrate sources to support arguments, analyses, or narratives in a coherent and ethical manner.

4. Document sources and cite evidence to demonstrate the importance of academic integrity and avoiding plagiarism.
 5. Recognize and define plagiarism in order to ethically cite in an academic setting.
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Methods of Evaluation:

1. Diagnostic writing (to be assigned at the beginning of the course)
2. Quizzes
3. Formal writing
4. Informal writing
5. Writing workshops
6. Student-Instructor conferences
7. Writing portfolios
8. Multimodal projects
9. Class discussions

Course Content Outline:

1. Reading texts critically to
 - a. Identify main idea and supporting details
 - b. Identify themes, images, and motifs
 - c. Recognize models for writing
 - d. Explore aesthetic values
2. Developing skills for writing expository, argumentative, and persuasive papers
 - a. Analyzing the purpose and audience for an assignment
 - b. Identifying the thesis
 - c. Using logic to support the thesis
 - d. Planning compositions with prewriting and/or outlining techniques
 - e. Evaluating sources for appropriateness and bias
 - f. Avoiding plagiarism
 - i. Definition
 1. Representing another writer's words or ideas as one's own
 2. Re-use of writer's own previously written assignments without notification/permission from instructor
 - ii. Types
 1. Misrepresentation
 2. Patchwork plagiarism
 3. Failure to acknowledge sources
 4. Failure to note citations
 5. Insufficient citations
 6. AI-generated content
 - iii. Incorporating research sources into an essay
 - iv. Standard documentation format such as Modern Language Association (MLA)
3. Applying skills for writing expository, argumentative, and persuasive papers
 - a. Stating the thesis
 - b. Planning
 - c. Writing
 - d. Participating in collaborative work (peer revising)
 - e. Revising and proofreading the paper
 - i. Correcting grammatical errors
 - ii. Revising sentence level quality
 1. Syntax
 2. Diction
 3. Organization
 4. Logic
 5. Development
 6. Coherence
 7. Significance
 - iii. Revising to achieve clarity of thought

Resources

Axelrod, Rise B. and Charles R. Cooper. *St. Martin's Guide to Writing*. 13th or current edition. Boston: Bedford/St. Martin's, 2021.

Babin, Monique, et al. *The Word on College Reading and Writing*. Open Oregon Educational Resources, 2018. <https://openoregon.pressbooks.pub/wrd/>.

Bullock, Richard, Deborah Bertsch, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing With Readings*. 6th or current edition. New York: Norton, 2022.

Graff, Gerald and Cathy Berkenstein. *"They Say/I Say": The Moves That Matter in Academic Writing with Readings*. 5th or current edition. New York: Norton, 2021.

Hacker, Diana and Nancy Sommers. *Rules for Writers*. 9th or current edition. Boston: Bedford/St. Martin's, 2020.

Howard, Rebecca Moore. *Writing Matters: A Handbook for Writing and Research*. 3rd or current edition. New York: McGraw-Hill, 2019.

Johnson-Sheehan, Richard and Charles Paine. *Writing Today*. 4th or current edition. Upper Saddle River, NJ: Pearson, 2019.

Latterell, Catherine G. *Remix: Reading and Composing Culture*. 3rd or current edition. Boston: Bedford/St. Martin's, 2017.

McQuade, Donald and Robert Atwan, eds. *The Writer's Presence: A Pool of Readings*. 9th or current edition. Boston: Bedford/St. Martin's, 2018.

McWhorter, Katherine T. and Jane Aaron. *The Successful Writer's Handbook*. 3rd or current edition. Upper Saddle River, NJ: Pearson, 2019.

Reynolds, Nedra, et al. *The Bedford Bibliography for Teachers of Writing*. 7th or current edition. Boston: Bedford/St. Martin's, 2012.

Silverman, Jonathan and Dean Rader. *The World Is a Text*. Updated Compact Edition. Upper Saddle River, NJ: Pearson, 2018.

Tinberg, Howard and Jean-Paul Nadeau. *The Community College Writer: Exceeding Expectations*. Urbana, IL: NCTE, 2010.

Resources Other

Instructors may choose to incorporate the Common Reading text.

Instructional Services

OAN Number:

Ohio Transfer 36 TME001

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