CUYAHOGA COMMUNITY COLLEGE
OFFICIAL COURSE OUTLINE

SUBJECT AREA TITLE
English

COURSE TITLE
College Composition I

SUBJECT AREA CODE-COURSE NUMBER
ENG - 1010

COURSE CREDIT HOURS
3.00

I. DESCRIPTION OF COURSE:

1. CATALOG DESCRIPTION

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

2. LECTURE HOURS: 3.00

3. LAB HOURS: None

4. OTHER REQUIRED HOURS: 00

5. PREREQUISITE(S):
   Appropriate placement test score; or
   ENG-0990 Language Fundamentals II; or
   ESL-1310 English as a Second Language: Grammar for Communication
   III, and
   ESL-1320 English as a Second Language: Reading and Writing III, and
   ESL-1330 Speaking English as a Second Language III; or departmental
   approval
II. OUTCOMES/OBJECTIVES:

Upon satisfactory completion of ENG 1010 - College Composition I, the student should be able to perform the following outcomes and supporting objectives:

A. 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.
   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.
B. 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.
   1. Develop a thesis.
   2. Demonstrate competent written organization, logic, and development.
   3. Integrate concepts from sources with one's personal experience in assigned writing.
   4. Apply appropriate methodology and content from other disciplines to writing assignments.
   5. Differentiate between primary and secondary sources.
   6. Recognize and define plagiarism in order to avoid any form of it in one's writing.
   7. Use digital environments to support writing tasks such as drafting, reviewing, revising, editing and sharing texts.
   8. Write a minimum of 5000 total words (roughly 20 pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work, on which 70% of the final grade in the course must be based.
C. Apply proofreading, editing, and revising techniques to all writing assignments and written communication.
   1. Edit and proofread written work for effective 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.

III. COURSE CONTENT:

A. Reading texts critically to
   1. Identify main idea and supporting details
   2. Identify themes, images, and motifs
   3. Recognize models for writing
   4. Explore aesthetic values

B. Developing skills for writing expository, argumentative, and persuasive papers
   1. Analyzing the purpose and audience for an assignment
   2. Identifying the thesis
   3. Using logic to support the thesis
   4. Planning compositions with prewriting and/or outlining techniques
   5. Evaluating sources for appropriateness and bias
   6. Avoiding plagiarism
      a. Definition
         i. Representing another writer's words or ideas as one's own
         ii. Re-use of writer's own previously written assignments without notification/permission from instructor
      b. Types
         i. Misrepresentation
         ii. Patchwork plagiarism
         iii. Failure to acknowledge sources
         iv. Failure to note citations
         v. Insufficient citations

C. Applying skills for writing expository, argumentative, and persuasive papers
   1. Stating the thesis
   2. Planning
   3. Writing
   4. Participating in collaborative work (peer revising)
   5. Revising and proofreading the paper
      a. Correcting grammatical errors
      b. Revising sentence level quality
c. Revising to achieve clarity of thought

IV. METHODS OF STUDENT EVALUATION MAY INCLUDE ANY OF THE FOLLOWING:

A. Diagnostic writing (to be assigned at the beginning of the course)
B. Formal writing
C. Informal writing
D. Writing workshops
E. Student-Instructor conferences
F. Writing portfolios
G. Quizzes

V. RESOURCES MAY INCLUDE ANY OF THE FOLLOWING:


VI. ADDITIONAL RESOURCES:
Novel (as determined by 1000-Level Textbook Committee; lists available from department at each campus)