

From Department Syllabus English I

Catalog Description

Students compose and revise expository essays totaling 3,500 words, minimum. Through a series of primarily text-based writing assignments, the course reinforces and stresses the further development of critical reading and thinking, ethical reasoning, the writing process, and information literacy.

Specific Course Learning Objectives

ENGL 151 offers students opportunities to become purposeful, proficient writers and thinkers. In this course, which emphasizes a text-based composing process, students write and revise essays of increasing complexity. Instruction and practice in writing and related communication skills develop key academic abilities.

Students who successfully complete this course will be able to demonstrate growth in the following areas:

- a. Writing: Apply the writing process to invent, draft, revise, and edit academic essays.
- b. Critical Thinking: Compose essays that assert and develop a debatable thesis statement using relevant evidence and employing academic discourse.
- c. Ethical Reasoning: Analyze and synthesize textual evidence to produce academic writing with attribution. This includes evaluating issues and making decisions based on consideration of virtue, values, beliefs, rights, and obligations.
- d. Information Literacy: Evaluate and integrate sources using proper documentation.

Topical Outline

1. Major Themes/Skills	2. Assignments/Activities (Recommended but not limited to)	3. Assessment (Recommended but not limited to)	4. Related Course Learning Objective (s)
1) The Essay a) Introduction to academic discourse and college level writing b) An essay's purpose, voice, and audience c) Identifying and focusing on an appropriate essay topic	1) Reading source material 2) Class discussion 3) Group work 4) In-class writing	1 Quizzes 2 Assigned essays	Objective 8a
2) Writing a) Invention/brainstorming b) Drafting	1) Reading source material 2) Class discussion 3) In-class drafting	1) Assigned essays 2) Assigned writing 3) Quizzes	Objective 8a

<ul style="list-style-type: none"> c) Revision d) Editing e) Developing assertions with supporting detail f) Building coherent paragraphs g) Creating a functional essay structure h) Responding critically to source readings i) Logically synthesizing information from source readings j) Observing grammatical and mechanical writing conventions. 	<ul style="list-style-type: none"> 4) In-class revision 5) In-class editing 6) Homework on a), b), c) and d). 		
<ul style="list-style-type: none"> 3) Critical Thinking <ul style="list-style-type: none"> a) Argument <ul style="list-style-type: none"> i) Parts ii) Approaches iii) Types of argument iv) Counter argument v) Using Logic b) Using sources 	<ul style="list-style-type: none"> 1) Readings 2) Class discussion 3) Presentations 4) Group projects 5) Writing 	<ul style="list-style-type: none"> 1) Assigned essays 2) Assigned writing 3) Quizzes 	Objective 8b
<ul style="list-style-type: none"> 4) Ethical Reasoning <ul style="list-style-type: none"> a) Evaluating issues b) Developing arguments c) Reaching decisions d) Analysis of the components of ethical issues 	<ul style="list-style-type: none"> 1) Readings 2) Class discussion 3) Presentations 4) Group projects 5) Writing 	<ul style="list-style-type: none"> 1) Assigned essays 2) Assigned writing 3) Quizzes 	Objective 8c
<ul style="list-style-type: none"> 5) Information Literacy <ul style="list-style-type: none"> a) Using the library b) Gathering sources c) Evaluating sources d) Documentation (conducting 	<ul style="list-style-type: none"> 1) Readings 2) Work in the library 3) Work with sources 4) Class discussion 5) Presentations 6) Writing 	<ul style="list-style-type: none"> 1) Assigned essays 2) Assigned writing 3) Quizzes 	Objective 8d

research honestly and skillfully; accurate use of MLA documentation;)			
---	--	--	--

Methods of Instruction

- Lecture, discussion, and small group work in college-level language skills, the writing process, and information literacy.
- Reading assignments from the textbook, current periodicals, or the Internet.
- Appropriate in-class and out-of-class writing assignments, e.g., reflective journals, article summaries and analyses, essays, and collaborative projects (a minimum of 3500 words of finished writing).
- Computer composing, revising, and editing (when computer classrooms are available).
- Instructor-student writing conferences.
- Use of appropriate instructional media.
- Case-studies or other real-world simulations.
- Support services may be provided depending on available college resources, e.g., Writing Skills Lab, Writing Computer Lab, and Center for Academic Services.

General Education Goals

- Communication: Written and Oral
- Information Literacy
- Ethical Reasoning and Action
- Independent/Critical Thinking

ENGL-151 Essay Assessment

In scoring the essays, put a number (5 highest to 1 lowest) in each box below to indicate the level of achievement the student has reached in that category: 5-Excellent 4-Good 3-Average 2-Weak, but passing 1-Failing

This assessment form and the scored essays must be returned to Maria Galindo no later than Friday, May 14th.

	A clearly stated, focused thesis	A functional structure with coherent body paragraphs	The development of assertions with supporting details	An accurate and balanced use of source materials	Demonstrated competency in MLA documentation style	Standard grammatical usage with few mechanical errors	Essay fulfills assignment and critical thinking objectives
1							
2							
3							
4							
5							
6							
7							
8							