



## MASTER COURSE OUTLINE

A. ENGL 1101 Composition I

B. COURSE DESCRIPTION:

This is an introductory college writing course designed to help students develop effective writing skills for college level work. Students learn to generate ideas and organize them into unified, coherent essays. Methods of instruction vary, but most sections combine individual conferences and peer review with regular class meetings. Prerequisites: A grade of C or higher in ENGL 0960 or appropriate placement score.

**MnTC (Goals 1/CM and Goal 2/CT); (3 Cr – 3 lect, 0 lab)**

C. \*MnTC Discipline: Communication \*\*Core Theme: Critical Thinking

D. MAJOR CONTENT AREAS:

- Rhetorical Modes
  - Argument and persuasion
  - Illustration and exemplification
  - Cause and effect
  - Classification
  - Comparison and contrast
  - Description
  - Process analysis
  - Narration
- Thesis Statements
  - Inclusion of value claim or argument
  - Specificity
  - Succinct suggestion of organization or plan
- Essay Construction
  - Introduction paragraphs
  - Body paragraphs
  - Conclusion paragraphs
  - Transitions
  - Organization
- Analysis
  - Sustained focus on a variety of texts (including written, visual, and aural texts)
  - Concise reinforcement
- Grammar and Sentence Structure
- Documentation
  - Proper use of sources
  - Basic documenting skills

- Paraphrasing
- Summarizing
- Quoting
- Understanding plagiarism

E. GOAL TYPES, OBJECTIVES, AND OUTCOMES:

<u>GOAL</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>MnTC Goal 1a</u>	understand and demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	1. compose clearly focused essays and oral responses or presentations based on draft work which displays invention, organization, drafting, revision, and editing.
<u>MnTC Goal 1d</u>	select appropriate communication choices for specific audiences.	1. identify both the audience and purpose for essays and choose dictions and styles to successfully persuade, inform, or entertain.
<u>MnTC Goal 1f</u>	use authority, point-of view, individual voice, and style in their writing and speaking.	1. provide evidence-based ideas in discussions with peer-review groups or the instructor which explain the manner in which the writing displays authority, point of view, and individual voice and style.
<u>MnTC Goal 1g</u>	employ syntax and usage appropriate to academic disciplines and the professional world.	1. proofread all final drafts and edit to academic and professional standards.
<u>MnTC Goal 2a</u>	gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.	1. employ prewriting strategies to explore and discover original topics and relevant content for each writing assignment.
<u>MnTC Goal 2b</u>	imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.	1. adapt several rhetorical modes, e.g., argumentation, illustration and exemplification, and cause and effect, to multiple purposes and audiences.
<u>MnTC Goal 2c</u>	analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.	1. compose clear, concise, coherent, and unified essays that include theses that are supported with adequate and relevant examples, illustrations, and other details.
<u>CS</u>	understand the writing process through invention, organization, drafting, revision, editing, and presentation.	1. compose clearly focused essays that are evaluated based on work which displays invention, organization, drafting, revision, and editing.
<u>CS</u>	challenge and encourage their writing voice.	1. provide evidence-based ideas in discussions with peer-review groups or the instructor which explain the manner in which the writing displays authority, point of view, and individual voice and style.

<u>CS</u>	demonstrate academic integrity.	1. demonstrate basic documentation skills while paraphrasing, summarizing, and quoting essays, other written work, and presentations.
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F. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact the instructor or the Student Success Center at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

G. COURSE CODING INFORMATION: Course Code H/Class Maximum 30; Letter Grade

Revision date: 11/17

AASC Approval date: 11/21/17

<b>*Riverland Community College Disciplines</b>	<b>MnTC Goal Number</b>
Communication (CM)	<b>1</b>
Natural Sciences (NS)	<b>3</b>
Mathematics/Logical Reasoning (MA)	<b>4</b>
History and the Social & Behavioral Sciences (SS)	<b>5</b>
Humanities and Fine Arts (HU)	<b>6</b>

<b>**Riverland Community College Core Themes</b>	<b>MnTC Goal Number</b>
Critical Thinking (CT)	<b>2</b>
Human Diversity (HD)	<b>7</b>
Global Perspective (GP)	<b>8</b>
Ethical and Civic Responsibility (EC)	<b>9</b>
People and the Environment (PE)	<b>10</b>

\*These five MnTC Goals have been identified as Riverland Community College Disciplines.

\*\* These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.