



## ENGL 1010

**Division:** Humanities

**Department:** English

**Course:** ENGL 1010

**Title:** Expository Composition

**Catalog Description:**

This course emphasizes critical reading, writing, and thinking skills through writing-intensive workshops. It explores writing situations as complex and recursive rhetorical processes and focuses specifically on idea generation relative to audience and purpose, modes of development, working through multiple drafts, peer collaboration, and revision. Students must complete English 1010\* with a grade of C- or better before enrolling in English 2010. Students with an ACT English score below 17, or an SAT score below 810, are strongly encouraged to enroll in English 0980 or 0990 prior to enrolling in ENGL 1010.

\*Open to Student Support Services participants only.

**General Education Requirements:** N/A

**Semesters Offered:** TBA

**Credit/Time Requirement:** Credit: 3; Lecture: 5; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** Must qualify through Student Support Services

**Justification:**

This course satisfies one of the state composition requirements. A student who successfully completes English 1010 will be able to write clearly, informatively, and persuasively in a variety of rhetorical situations. This writing-intensive course provides a foundation for all other college writing. Student Support sections provide smaller classes and more personalized attention for at-risk students than do the regular ENGL 1010 sections.

**Student Learning Outcomes:**

Students will be able to accurately assess a rhetorical situation to determine the context, purpose, and audience for a given document.

Students will be able to select a mode of discourse appropriate to the rhetorical situation: to explore, to entertain, to inform, to persuade.

Students will be able to generate a document through a recursive writing process which involves discovery, drafting, reflection, and revision.

Students will be able to explain a concept using levels of abstraction and specific detail appropriate to the rhetorical situation.

Students will be able to explain a concept using a mode of development appropriate to the rhetorical situation: description, narration, exemplification, definition, process analysis, causal analysis, comparison, classification/division, argumentation.

Students will be able to organize a document in a way that helps the intended reader maximize comprehension.

Students will develop critical thinking and reading skills.

**Content:**

English 1010\* is a process-oriented course that emphasizes the various stages of the writing process-- discovery, drafting, reflection, revision, editing--in a workshop environment. Students will be expected to write several revised essays, using various methods of development, throughout the semester. Students will also be expected to read and respond critically to a variety of essays. Because it meets five times a week rather than three, the class provides more time for practicing composition fundamentals and participating in peer evaluation than does the regular ENGL 1010

**General Education Outcomes:**

1) Read effectively, constructively, and critically.

Students read a variety of professional and student essays and respond on several levels: recalling content, identifying main ideas or concepts, analyzing structure, evaluating supporting evidence, considering sentence structure and word choice, and editing for mechanical errors.

2) Write clearly, informatively, and persuasively.

Each student writes several essays that demonstrate the validity of a thesis. Because of the workshop nature of the class, students will frequently receive feedback on their essays from both the instructor and their peers. The focus of that feedback is clear, concise writing. Students will write in response to prompts which require the techniques of persuasive and/or informative writing.

**Key Performance Indicators:**

Instructors will use a variety of assessment methods: quizzes, exams, essays, and portfolios. Emphasis will be placed on writing as a process; therefore, the revised essay will be the most beneficial method of assessment. Students will write a minimum of 20 revised pages.

**Representative Text and/or Supplies:**

The department chooses a text every two years. Instructors are encouraged, but not required to use the chosen text. Generally the texts include both a reader and a handbook.

Examples:

Axelrod, Rise B., and Charles R. Cooper. *Reading Critically: Writing Well*. Boston: Bedford, St. Martin's, current edition.

Hacker, Diana. *A Writer's Reference*. Boston: Bedford, St. Martin's, current edition.

**Optimum Class Size:** 18

**Maximum Class Size:** 18

**Signatures:**

I hereby submit this course syllabus:

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Melanie Jenkins, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the English Department:

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Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

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Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)