



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 focusing specifically on idea generation relative to audience and purpose, modes of development, working through multiple drafts, peer collaboration, and revision. Students must complete ENGL 1010 with a grade of C- or better before enrolling in ENGL 2010. Students with an ACT English score below 17, or an SAT score below 810, are strongly encouraged to enroll in ENGL 0980 or 0990 prior to enrolling in ENGL 1010.

General Education Requirements: English

Semesters Offered: Fall, Spring

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

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: none

Corequisites: none

Justification:

This course satisfies one of the state composition requirements. A student who successfully completes ENGL 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 Learning Outcomes:

Upon successful completion of this course, students will be able to:

- accurately assess a rhetorical situation to determine the context, purpose, and audience for a given document
- select a mode of discourse appropriate to the rhetorical situation: to explore, to entertain, to inform, to persuade
- generate a document through a recursive writing process which involves discovery, drafting, reflection, and revision
- explain a concept using levels of abstraction and specific detail appropriate to the rhetorical situation
- 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.

Upon completion of this course, students will be able to:

- develop critical thinking and reading skills
- organize a document in a way that helps the intended reader maximize comprehension

Content:

ENGL 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.

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. A minimum of 20 pages of revised writing is required. Because of the workshop nature of the class, students will frequently receive feedback on their essays from both the instructor and their peers. 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 the writing 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:

- *Reading Critically: Writing Well*, current edition, Axelrod, Rise B., and Charles R. Cooper, Boston: Bedford.
- *A Writer's Reference*, current edition, Diana Hacker, Boston: Bedford.

Optimum Class Size: 25

Maximum Class Size: 25

Signatures:

I hereby submit this course syllabus:

Melanie Jenkins, MA, Associate Professor

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

Melanie Jenkins, MA, Associate Professor, Chair

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

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:

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

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)