



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 a complex process focusing specifically on idea generation relative to audience and purpose, 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 verbal score below 484, are strongly encouraged to enroll in ENGL 0980 or 0991 prior to enrolling in ENGL 1010. *Open to Student Support Services participants only. See prerequisites.

General Education Requirements: English

Semesters Offered: Fall, Spring

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

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: *Students must qualify through Student Support Services to enroll in this version of English 1010 that meets five days per week. Students who have an ACT English score of 10 or below, or an SAT verbal score lower than 368, are required to take ENGL 0980 or ENGL 0991 prior to enrolling in ENGL 1010. Non-native speakers of English must complete ESL 1051 Level 3 Composition, score a 4 or higher on the Test of Written English (TWE), or take a written exam (graded by ESL department faculty members) before they can register for ENGL 1010 (see the Snow College catalog for more detailed information).

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 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 know how 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 generate documents 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 develop critical thinking and reading skills.

Students will be able to 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. 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 a regular section of 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. Students demonstrate reading competency through quizzes, discussions, and written responses to reading assignments.

2) Write clearly, informatively, and persuasively.

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

Key Performance Indicators:

At the discretion of the instructor, a variety of assessment methods will be used: 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.

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: 18

Maximum Class Size: 18

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)