

Written Communications I

Course Design

2007-2008

Course Information

Organization	Eastern Arizona College
Division	Communicative Arts
Course Number	ENG 101
Title	Written Communications I
Credits	3
Developed by	Joyce Flamm, with the English Department
Lecture/Lab Ratio	3 Lecture/0 Lab
Transfer Status	ENG 101 is required by ASU and U of A and is transferable to these institutions. ENG 101 counts as NAU's ENG 105 only if ENG 102 is also taken.
Activity Course	No
CIP Code	23.0401
Assessment Mode	Portfolio
Semester Taught	Fall and Spring Semesters
GE Category	English
Separate Lab	No
Awareness Course	No
Intensive Writing Course	No

Prerequisites

ENG 100 with a grade of "C" or higher or placement test score as established by District policy

Educational Value

Fulfills general education requirements and serves as transfer credit. Emphasizes critical reading, writing, and reasoning skills basic to academic, professional, and personal success.

Goals

1. To acquaint students with the rhetorical choices writers make--purposes, audience considerations, development patterns, style, diction, and tone.
2. To guide students to competency in writing effective and mature sentences, coherent paragraphs, and logical development of a central idea, into a unified theme with concrete and supporting detail.
3. To stimulate students to do original thinking.

4. To stimulate students to think critically about their own experiences.
5. To develop students' abilities to read critically and to write coherent prose in response to selected reading materials.
6. To improve students' spelling, punctuation, usage, and sentence structure.
7. To acquaint students with basics of logic in order to improve their ability to write and to read critically.
8. To improve students' vocabulary.
9. To provide students with awareness of various levels of English usage.

Description

Emphasizes clear and effective writing and critical reading. Students generate a minimum of 7,000 words including revision throughout the semester. Students with borderline placement scores will benefit from taking the English lab (ENG 110 - Written Communications I Lab) that is designed to accompany ENG 101.

Textbooks

Ruszkiewicz, John, Maxine Hairston, and Daniel E. Seward. *SF Writer*. Edition: Fourth Edition. Publisher: Prentice Hall. Year: 2007

Kirszner, Laurie G., Stephen R. Mandell. *The Blair Reader: Exploring Contemporary Issues*. Edition: Sixth Edition. Publisher: Prentice Hall. Year: 2007.

Supplies

Access to computer or word processor, American Heritage Dictionary or equivalent.

Competencies and Performance Standards

1. **Demonstrate increasingly sophisticated support skills as the semester progresses that are necessary to the writing of effective essays.**

Learning objectives

What you will learn as you master the competency:

- a. Generate appropriate materials for each essay from personal experience and source materials, using a variety of techniques.
- b. Write a clear thesis statement by synthesizing appropriate data for each essay.
- c. Outline materials in a logical, orderly manner appropriate to each assignment.
- d. Select appropriate levels of proof from personal experience and/or sources, depending on the assignment.
- e. Use clear and effective diction.
- f. Demonstrate increasingly sophisticated knowledge of and ability to utilize logical concepts.

- g. Write effective and increasingly sophisticated paragraphs -- including introductory, concluding and developmental paragraphs.
- h. Write varied, grammatical, and increasingly sophisticated sentences appropriate to various rhetorical situations in the course.
- i. Demonstrate ability to respond appropriately to a critique, by performing macro- and micro-revision, as necessary, on the first submission of each essay.

Performance Standards

Competence will be demonstrated:

- o when learner demonstrates mastery of concepts on quizzes and/or tests.
- o when learner shows steady improvement on criteria skills with each new writing assignment. Competence will be relative -- a standard based on a student's former levels of proficiency, rather than absolute, though EAC Grading Standards also apply.
- o when learner writes the initial draft of his or her second essay under in-class conditions, using an outline prepared out of class.
- o when learner appropriately revises each essay in response to instructor and/or peer critique, producing an improved second submission.
- o when learner generates approximately 7000 words for the semester through both writing and rewriting.

Performance will be satisfactory when:

- o learner demonstrates practical understanding of techniques for generating ideas and materials -- such as brainstorming, free-writing, journal writing, and use of the reporter's questions;
- o learner writes clear and increasingly sophisticated thesis statements that are manageable, clearly stated, contain only one idea, and are stated as a positive;
- o learner chooses and synthesizes appropriate data for each essay assignment;
- o learner exhibits knowledge of various rhetorical organizations;
- o learner organizes materials in a logical, orderly manner appropriate to each assigned essay;
- o learner writes increasingly sophisticated paragraphs that are orderly, unified, developed, and coherent, including introductory, developmental, and concluding paragraphs;
- o learner writes, with increasing sophistication, grammatical, varied, and rhetorically effective sentences;
- o learner demonstrates awareness of and ability to use diction that is appropriate, exact, bias-free, and concise;
- o learner demonstrates increasing skill in the revision process, identifying problems in his or her own text and finding appropriate solutions;
- o learner demonstrates increasing knowledge and sophistication in applying the concepts of logic.

2. Demonstrate increasingly sophisticated critical reading and thinking skills as the semester progresses.

Learning objectives

What you will learn as you master the competency:

- a. Read critically, utilizing skills of analysis, synthesis, and evaluation.
- b. Apply increasingly sophisticated critical reading skills to specific reading-based assignments.

Performance Standards

Competence will be demonstrated:

- o when learner demonstrates mastery of concepts on quizzes and/or tests;
- o when learner writes an essay incorporating rhetorical analysis;
- o when learner writes an essay incorporating refutation; (NOTE: The rhetorical analysis and the refutation may be combined in some way into one essay -- depending on which three of the four essay types under Competency 3 a student writes.)
- o when learner paraphrases without plagiarism and documents appropriately;
- o when learner writes a capstone essay on solving a problem.

Performance will be satisfactory when:

- o learner demonstrates increasingly sophisticated ability to analyze a writer's thesis, purpose, audience, and rhetorical strategies;
- o learner demonstrates ability objectively to evaluate a writer's use of rhetoric;
- o learner applies increasingly sophisticated reading skills, formulating a refutation informed by an author's use of rhetoric, and ending with a synthesis and evaluation of source material to establish an important problem and offer a logical solution;
- o learner demonstrates knowledge of logical concepts (including fallacies) and applies them appropriately to readings;
- o learner demonstrates ability to identify appropriate personal and related source materials to prove an idea about a reading;
- o learner demonstrates ability to paraphrase from a text without plagiarism and effectively integrates paraphrased and quoted material into his or her own essay;
- o learner appropriately uses MLA guidelines for document format, documentation, and works cited.

3. **Select THREE of the following FOUR types of essays: (1) personal observation, recall, or interview; (2) response and interaction with an essay, based on personal experience; (3) rhetorical analysis and evaluation of an essay; (4) refutation of an essay.**

Learning objectives

What you will learn as you master the competency:

- a. Use appropriate facts and sensory detail in support of a thesis statement -- from personal experience and/or source material, as appropriate;
- b. Analyze critically relevant personal experience and readings, as appropriate to each assignment.
- c. Synthesize materials for three of the four essay types listed under this competency, formulating a thesis statement that asserts the significance of the subject matter.
- d. Organize each essay effectively, drawing from various rhetorical organizations as appropriate to each of the three essays assigned for this competency.

- e. Demonstrate awareness of audience in each of the three essays.
- f. Revise each of the three essays, demonstrating awareness of various revision strategies in response to the instructor's and/or peers' critiques of the first submission of the essays. NOTE: Instructors should not rely solely on peer reviews for first submissions of each essay. At least the first of the three essays should be critiqued by the instructor to model appropriate analysis and help students to develop their critical skills. (At the end of the semester, the instructor should also critique the problem-solving essay.)
- g. Demonstrate awareness of the function of the various elements of an essay, e.g., introduction, body, conclusion.

Performance Standards

Competence will be demonstrated:

- o with submission of a draft for each of three of the four essay types listed above, to be followed by submission of a final draft reflecting appropriate macro-and/or micro-revision, as appropriate, in response to instructor's and/or peers' critiques.
- o with completion of the first submission of the second essay in the series written under in-class conditions -- for a separate grade from the rewrite.

Performance will be satisfactory when:

- o learner writes a minimum of three of four listed types of essays: (1) personal observation, recall, or interview; (2) personal response and interaction with a subject essay; (3) rhetorical analysis of an essay; (4) refutation of a subject essay.
- o learner writes a clear, significant thesis statement derived from relevant facts and detail;
- o learner uses supporting detail, including relevant facts and sensory detail;
- o learner demonstrates familiarity with relevant rhetorical strategies;
- o learner demonstrates awareness of purpose, audience, style and tone appropriate to each assignment;
- o learner uses sentences and paragraphs of increasing sophistication;
- o learner sustains development of a thesis -- in an initial essay of approximately 500 words and in subsequent essays for this competency of approximately 750 words.

- 4. Write a capstone essay of 1000 words that identifies a problem on a relevant issue and offers a logical solution, synthesizing materials from a minimum of three sources, two of which are in the text, and demonstrating mastery of overall course concepts.**

Learning objectives

What you will learn as you master the competency:

- a. Write a capstone, text-based essay of approximately 1000 words which demonstrates close textual analysis.
- b. Address a specific audience.
- c. Identify and logically prove the existence of a problem on a relevant issue.
- d. Propose and logically defend a solution to the problem.
- e. Use rhetorical strategies appropriate to purpose.
- f. Synthesize materials relevant to both the problem and its solution from at least three sources, two of which come from the textbook.

- g. Follow MLA guidelines.

Performance Standards

Competence will be demonstrated:

- o with submission of an intermediary draft of the problem-solving essay to the instructor for critiquing, and with submission of a final draft for grading.

Performance will be satisfactory when:

- o learner synthesizes material from at least three sources in an argumentative/persuasive problem-solving essay;
- o learner deals with opposing points-of-view;
- o learner demonstrates existence and importance of a relevant problem;
- o learner demonstrates viability of proposed solution to a problem;
- o learner employs MLA guidelines.

Types of Instruction

Lecture/discussion

Small group discussion

Peer reviewing

Audio/visual

Computers, as available

Grading rationale

MAKE-UP OF OVERALL SEMESTER GRADE:

Instructors shall quiz and/or test on course concepts as well as grade student essays. These, along with various short exercises shall comprise 25% of the overall grade. The essays for the course shall comprise 75% of the overall grade.

STANDARDS FOR THE GRADING OF ESSAYS:

The "A" essay is strong in all areas of composition: It is particularly distinguished in content and expression -- containing an interesting, original thesis that is fully developed as well as language that is fresh and precise. The organization of an "A" essay is clear and logical, while usage and mechanics show few if any deviations from conventions of standard edited English.* An "A" essay is distinguished in particular by the maturity of its thought.

The "B" essay is solid in all areas of composition: It is distinguished by full development of worth-while topic and strong, logical organization. It contains few if any deviations from standard mechanics,* and its

diction is precise and appropriate.

The "C" essay is a sound composition: It contains a worth-while thesis given sufficient treatment to validate it. The paper is orderly in its presentation of ideas and contains few deviations from standard English.

The "D" essay is weak in one or more areas of composition: It is difficult to understand because of poor organization, inadequate development, vague thesis, errors in grammar, or frequently misused language.

The "F" essay is unacceptable in one or more of the areas of composition: It may contain several serious grammatical errors, imprecise or misleading expressions, illogical organization, or negligible content.

*NOTE: Department policy prohibits an essay with three sentence errors -- fragments, comma splices, or fused sentences -- from receiving a grade higher than a C. Students must recognize the importance of literate prose.

FINAL EXAMINATION

The final examination shall consist of a one-hour, reading-based essay -- a post-test -- to be written on an essay selected from the textbook by the English Department. The subject essay for the post-test shall NOT be taught by instructors during the semester.

Instructors shall also give an objective final exam -- OR the equivalent, to be given as tests (quizzes) throughout the semester.

Grading Information

Grading Scale

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	Below 60%