

ENGL 1110-COMPOSITION I 3 CREDITS

SYLLABUS

CATALOG DESCRIPTION

In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading and writing. They will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. Students will learn to analyze the rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing.

Formerly ENGL-111

Prerequisites: ENGL-099 and RDNG-096 or appropriate English and Reading Accuplacer scores.

Semester Offered: All

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to...

1. Establish **PURPOSE*** in academic essays and other documents.
 - A. Analyze and determine purpose in relation to the rhetorical situation (writing context, topic, and audience). [BSL/CT]**
 - B. Generate academic essays and other texts that develop a central thesis (a statement of purpose). [CT/EC]
 - C. Use the writing process to plan, research, draft, and revise in order to determine and accomplish the purpose of the writing. [CT/EC/IT]
 - D. Use writing for a variety of purposes such as informing, analyzing, and persuading. [CT/EC]
 - E. Provide appropriate support (evidence and examples) from appropriate sources to accomplish the purpose of the writing. [BSL/CT/IT]
 - F. Identify and use appropriate style and voice to achieve purpose in writing. [CT]

2. Demonstrate **CRITICAL THINKING**.
 - A. Read critically to analyze purpose, main ideas, support, audience, and organizational strategies in a variety of genres. [BSL/CT]
 - B. Evaluate the currency, relevance, reliability, and appropriateness of texts and other media. [BSL/CT]
 - C. Generate essays and other texts that demonstrate critical reading of sources and critical analysis of a topic. [CT/EC]
 - D. Support claims with effective reasoning and appropriate sources (print and other media). [BSL/CT/EC]
 - E. Collaborate with others to discuss, generate and analyze ideas. [CCE/CT]
 - F. Interact effectively with different views and interpretations of a subject. [CCE/EC]

3. Demonstrate **INTERTEXTUALITY** in writing.
 - A. Use information from sources for a specific purpose: i.e., to provide background information, support an idea, illustrate an alternative view, etc. [BSL/CT]
 - B. Demonstrate the ability to analyze sources, make connections, draw conclusions, and interact in depth with diverse ideas presented in a variety of sources. [BSL/CT/CCE]
 - C. Incorporate information from sources in writing by clearly and accurately contextualizing, quoting, and paraphrasing. [BSL/CT/EC]
 - D. Document ideas from sources using MLA (in-text citation and works cited list). [BSL/EC]
 - E. Research appropriate sources to develop and support academic essays and other texts. [BSL/CT/IT]

4. Write appropriately for academic and other **AUDIENCES**.
 - A. Analyze different writing contexts and the needs of different audiences as part of the writing process. [CT/CCE]
 - B. Use effective organizational strategies to create coherent pieces of writing appropriate for a variety of audiences. [BSL/EC]
 - C. Use an appropriate genre and format for the purpose and audience. [BSL/EC]
 - D. Write with appropriate style and voice for the rhetorical situation. [CT/CCE/EC]
 - E. Evaluate the currency, relevance, reliability, and appropriateness of sources in relation to a specific audience and purpose. [CT]
 - F. Use standard conventions of spelling, punctuation, and grammar for clear, effective communication. [EC]

***Bold-faced words** indicate core elements outlined on the essay and portfolio rubric.

**This information maps to the course specialized outcomes to the college's Common Student Learning Outcomes (CSLOs).