

College English I CCC English 1010

Central Community College

ENGL 1010 English Composition I

Course Outcome Summary

Course Information

Description

Prerequisite (taken before): ENGL 0970—Reading & Writing Essentials II or appropriate test score

Emphasizes the relationship between strong writing skills and college/career Success. Intended for AAS students.

Contact Hours: 45 Practical; 0 Lab; 0 Clinical; 0 Internship

Dual Credit Class with Lexington High School; remainder time completing high school English 4 Honors requirements

Homework Expectations:

For each *hour* (3) of classroom time, two hours of homework time can be expected per week (6).

Total Credits 3

Total Hours 45 for CCC

Course History

Purpose/Goals

Practice in writing clear, coherent, effective essays for multiple purposes and audiences according to commonly accepted standards of usage and mechanics; facilitate the development of ideas and clear insights to provoke critical and creative thinking; offer students opportunities to develop and refine writing skills through peer and self-revision; provide students opportunities to analyze and evaluate writing in order to identify and employ rhetorical strategies; introduce the use of research skills to responsibly evaluate and ethically incorporate information using a standard citation method; introduce strategies for collection and evaluation of information from a variety of sources, to include the use of institutional databases and library resources.

Nebraska Transfer Initiative (NTI) Competencies

Pre/Corequisites

Prerequisite ENGL 0970-Reading & Writing Essentials II or appropriate test score

Course Competencies

1. Apply the writing process. (NTI-S1) (NTI-S8)

<i>Domain</i>	<i>Cognitive</i>	<i>Level</i>	<i>Applying</i>	<i>Status</i>	<i>Active</i>
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Learning Objectives

- 1.a. Create a defensible thesis
- 1.b. Use an appropriate invention strategy
- 1.c. Use an appropriate organization strategy
- 1.d. Create drafts
- 1.e. Revise for audience and purpose
- 1.f. Edit draft to eliminate errors in mechanics, usage, and grammar

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Criteria

Performance will meet expectations when the student:

- 1.1. writes a thesis with a clear assertion/opinion (NTI-S2)
- 1.2. illustrates a method of prewriting to focus a topic
- 1.3. applies an organizational technique and explains the rationale for the organization
- 1.4. creates multiple drafts of the essay
- 1.5. revises for word choice, sentence structure, organization to meet the needs of the audience (NTI-S7) (NTI-S4)
- 1.6. revises work to clarify the purpose (NTI-S7)

2. Compose Personal Writing. (NTI-S5) (NTI-S3)

Domain	Cognitive	Level	Creating	Status	Active
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Learning Objectives

- 2.a. Explain different techniques of reflecting on a personal experience/event
- 2.b. Examine how to describe a personal experience/event with explicit detail.

Criteria

Performance will meet expectations when the student:

- 2.1. identifies appropriate personal experiences and/or events
- 2.2. reflects on the significance of a personal experience/event
- 2.3. utilizes descriptive examples to illustrate the significance of the personal experience/event

3. Compose Informative Writing. (NTI-S5) (NTI-S3)

Domain	Cognitive	Level	Creating	Status	Active
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Learning Objectives

- 3.a. Explain a topic
- 3.b. Interpret information
- 3.c. Use concrete details and relevant facts

Criteria

Performance will meet expectations when the student:

- 3.1. establishes the central issue in the introduction
- 3.2. explains the relevance of the information to the central issue
- 3.3. utilizes specific examples, expert opinion/testimony, and relevant facts/statistics from credible sources (NTI-S3)

4. Compose Persuasive Writing. (NTI-S5) (NTI-S3)

Domain	Cognitive	Level	Creating	Status	Active
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Learning Objectives

- 4.a. Articulate a strong persuasive claim
- 4.b. Use logical reasoning
- 4.c. Defend claim against an opposing viewpoint

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Criteria

Performance will meet expectations when the student:

- 4.1. chooses an arguable topic
- 4.2. writes a strong thesis stating a clear position (NTI-S2)
- 4.3. addresses and refutes opposing views
- 4.4. avoids logical fallacies
- 4.5. presents credible evidence that supports the thesis position (NTI-S3)

5. Applying Critical Thinking Skills. (NTI-S5) (NTI-S3)

Domain	Cognitive	Level	Applying	Status	Active
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Learning Objectives

- 5.a. Support claims with evidence and reasoning
- 2.b. Evaluate the merit of arguments

Criteria

Performance will meet expectations when the student:

- 5.1. diagnoses a problem
- 5.2. evaluates multiple perspectives of the problem
- 5.3. proposes a solution to the identified problem

6. Implement Research Skills.

Domain	Cognitive	Level	Applying	Status	Active
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Learning Objectives

- 6.a. Utilize effective search strategies
- 6.b. Evaluate the reliability of sources
- 6.c. Incorporate ethically outside sources
- 6.d. Use a recognized citation format

Criteria

Performance will meet expectations when the student:

- 6.1. conducts an effective search strategy resulting in credible sources (NTI-S11)
- 6.2. evaluates each source for currency, credibility, authority, accuracy, and relevance (NTI-S9)
- 6.3. utilizes accurate summaries, paraphrases, and quotations
- 6.4. avoid plagiarizing source information (NTI-S10)
- 6.5. cites source information consistently using MLA (APA or recommended) style (NTI-S10)
- 6.6. utilizes tech tools to access needed information effectively and efficiently (NTI-S11)

7. Evaluate student, peer, and professional writing. (NTI-S6)

Domain	Cognitive	Level	Evaluating	Status	Active
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Learning Objectives

- 7.a. Explore professional writing
- 7.b. Assess model essays
- 7.c. Conduct peer writing workshops

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Criteria

Performance will meet expectations when the student:

- 7.1. analyzes professional writing
- 7.2. provides feedback on peer writing
- 7.3. analyzes model essays

Grading Information

98-100	A+
90-97	A
87-89	B+
80-86	B
77-79	C+
70-76	C
67-69	D+
60-66	D
≤ 59	F

Attendance Policy: Attendance is an important factor in learning and meeting the requirements of any class. **More than five days absent** for any reason *other than a school activity* could result in an automatic failure (F) in the college portion of the class. No refund will be made for the tuition nor will the student be allowed to enroll for college credit in the 1020 English class.

Dropping this Course

Dates for drop/add and withdrawal are given in the handout labeled "Your Guide to Success: CCC Early College Program," which will be given to you on Monday when Mrs. Hoyt comes into the classroom to help with enrollment.

Student Code of Conduct

Central Community College (CCC) has established rules and regulations for student conduct and behavior, both inside and outside the classroom. These regulations are explained further within the Student Handbook which is available online www.cccneb.edu/StudentHandbook. The demonstration of appropriate behavior and conduct, which fosters a positive campus harmony and respect for others, provides a solid foundation for an excellent learning environment to exist and flourish. Student rules of conduct are provided to protect the rights of others in the campus community (i.e. students, faculty, staff, and administration). These rules generally pertain to conduct which adversely affects the rights of others and/or violates laws, professional ethics or integrity. The complete Student Code of Conduct including possible sanctions should a student be found responsible for violating the Code, are located in the Dean of Students or Associate Dean of Students' Offices or online www.cccneb.edu/StudentCodeOfConduct.

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Commitment to Students with Disabilities (ADA Policy)

Reasonable accommodations in college programs and services (auxiliary aides and services and academic adjustments) enable qualified students with a disability to have equal access to college programs, and equal opportunity to benefit from those programs and services.