

Central Community College  
**ENGLISH 1010 English Composition I**  
**Course Outcome Summary**

**Course Information**

**Description** English Composition 1 offers instructional practice in the techniques of effective writing. The process of planning, writing, revising, and editing essays for particular audiences and purposes and research-related skills are also emphasized.  
Contact Hours: Class-45 Practical Lab: 0 Clinical: 0 Internship: 0

**Homework Expectations:**

For each hour of classroom time, typically students can expect two hours of homework per week (3 hour course—6 hours of homework per week.).

**Total Credits:** 3

**Total Hours:** 45

**Course History:**

**Purpose/Goals**

The course will provide 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 Initiatives (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>
---------------	------------------	--------------	-----------------	---------------	---------------

**Learning Objectives**

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

## 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*

### Learning Objectives

- 2.a. Explore 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*

### Learning Objectives

- 3.a. Explain a topic.
- 3.b. Interpret information.
- 3c. 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**

### Learning Objectives

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

### 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. Apply Critical Thinking Skills.

**Domain**      **Cognitive**      **Level**      **Applying**      **Status**      **Active**

### Learning Objectives

- 5.a. Support claims with evidence and reasoning.
- 5.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**

### Learning Objectives

- 6.a. Utilize effective search strategy.
- 6.b. Evaluate the reliability of sources.
- 6.c. Incorporate outside sources ethically.
- 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. (NTI-S13)

- 6.4. avoids plagiarizing source information. (NTI-S10) (NTI-S13)
- 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) (NTI-S12)**

*Domain Cognitive Level Evaluating Status Active*

**Learning Objectives**

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

**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.

**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](http://www.cccneb.edu/StudentHandbook) which is available online [www.cccneb.edu/StudentHandbook](http://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](http://www.cccneb.edu/StudentCodeOfConduct) 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](http://www.cccneb.edu/StudentCodeOfConduct).

**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.