

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: ENC 1101

COURSE TITLE: English Composition I

PREREQUISITE(S): Satisfactory score on reading and writing placement tests

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other \_\_\_\_\_:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 25

## CATALOG COURSE DESCRIPTION:

This course embodies the fundamentals of effective expression with emphasis on the various forms of expository writing, logical and imaginative thinking, and reading for understanding. The course provides instruction in sentence structure, diction, organization of short essays, correct usage of standard American English, and an introduction to documentation skills. This course includes CLAST writing competencies and serves to meet the writing requirements.

SUGGESTED TEXT(S): Any of the following or an equivalent substitute may be used

Handbook:

Horner, Winifred, Suzanne Webb, and Robert Miller. Hodges' Harbrace College Handbook. Fort Worth: Harbrace.

Ruszkiewicz et al. The Scott Foresman Handbook for Writers, Upper Saddle River, NJ: Pearson Prentice Hall.

SUGGESTED TEXT(S): (CONTINUED)

Reader:

Eastman, Arthur M., et al. Norton Reader. New York: Norton

Stanford, Judith. Connections: A Multicultural Reader for Writers. Mountain View, Calif.: Mayfield.

Trimmer, Joseph and Maxine Hairston. Riverside Reader. Boston: Houghton Mifflin.

Rae and Faega, Rites of Passage: A Thematic Reader, Heinle.

Seyler, Dorothy, Patterns of Reflection, Pearson/Longman.

Rhetoric:

Koeppe, Mary Sue. Writing: Resources for Conferencing and Collaboration. Englewood Cliffs, N.J.: Prentice Hall.

Wyrick, Jean. Steps to Writing Well. Fort Worth: Holt.

IMPLEMENTATION DATE:

Fall Term, 1981 (821)

REVIEW OR MODIFICATION DATE:

Fall Term, 1994 (951)

Fall Term, 2002 (20031)

Spring Term, 2007 (20072) - Gordon Rule

Fall Term, 2005 (20061)

Fall Term, 2008 (20091) - Outline Review 2007

## COURSE TOPICS

CONTACT HOURS  
PER TOPIC

On completion of ENC 1101, the student should be able to:

I. Use Resource Materials to Write and Revise Essays 2

- A. Handbook
- B. Dictionary and Thesaurus
- C. Word Processing Software
- D. Library
- E. Selected Reading Materials

II. Organize and Write Essays 34

- A. Compose Essays
  - 1. Select and Limit Subjects
  - 2. Determine Purpose and Audience
  - 3. Compose a Thesis
  - 4. Develop Ideas Which Support the Thesis
  - 5. Develop Outlines
  - 6. Write Introductory Paragraphs
  - 7. Write Developmental Paragraphs
  - 8. Write Concluding Paragraphs
  - 9. Use Transitions Which Clearly Reflect the Coherence of Ideas and the Organizational Pattern
  - 10. Compose Titles
  - 11. Proofread and Revise So All Supporting Material is Relevant to the Thesis Statement and All Ideas are Stated in Unified Prose
- B. Compose Essays Using a Variety of the following Rhetorical Modes as Appropriate to the Purpose:
  - 1. Narration
  - 2. Description
  - 3. Examples
  - 4. Process
  - 5. Comparison/Contrast
  - 6. Classification/Division
  - 7. Cause and Effect
  - 8. Definition
  - 9. Persuasion
- C. Use Correct Grammar and Word Usage
  - 1. Use Correctly all Parts of Speech
    - a. Use Standard Verb Forms

## COURSE TOPICS (Continued)

CONTACT HOURS  
PER TOPIC

- b. Maintain Agreement Between Subject and Verb, Pronoun and Antecedent
- c. Use Proper Case Forms
- 2. Maintain a Consistent Point of View
- 3. Use Correct Punctuation, Spelling and Capitalization
- D. Construct Effective Sentences
  - 1. Use Coordinate and Subordinate Sentence Elements According to Their Relative Importance
  - 2. Place Modifiers Correctly
  - 3. Use Parallel Expressions for Parallel Ideas
  - 4. Give Emphasis to Important Ideas
    - a. Alter Word Order
    - b. Repeat Important Words
    - c. Avoid Unnecessary Use of Passive Voice
  - 5. Vary Sentence Structure and Length
  - 6. Avoid Awkward Constructions
  - 7. Avoid Fragments, Comma Splices, Fused Sentences
- E. Use Appropriate Diction
  - 1. Use the Appropriate Level of Diction
  - 2. Delete Unneeded Words
  - 3. Use Exact Diction
    - a. Use Words that Convey the Denotative and Connotative Meanings Required by Context
    - b. Use Concrete Language
    - c. Use Appropriate Figurative Language
  - 4. Delete Slang, Jargon, Clichés, Pretentious Expressions
- F. Revise, Edit, Proofread to Assure the Clarity, Consistency and Conformity to Conventions of Standard American English

III. Write In-Class Compositions Under Limited Time Conditions

2

## COURSE TOPICS (Continued)

CONTACT HOURS  
PER TOPIC

## IV. Analyze Essays for the Following Elements:

5

- A. Purpose
- B. Main Idea
- C. Tone
- D. Organization
- E. Major and Minor Support
- F. Style and Language

## V. Demonstrate Critical Thinking Skills

2

- A. Compose a Well-Developed Essay That Analyzes a Reading Selection
- B. Provide Appropriate Documentation for Sources
- C. Avoid Plagiarism

CLAST Writing and English Language Skills

This college credit writing course requires mastery and demonstration of the College Level Academic Skills in writing.

The composition must give evidence that the student

1. Selects a subject that lends itself to development;
2. Determines the purpose and the audience for writing;
3. Limits the subject to a topic that can be developed within the requirements of time, purpose, and audience;
4. Formulates a thesis or statement of main idea that focuses the essay;
5. Develops the thesis or main idea statement by
  - a. providing adequate support that reflects the ability to distinguish between generalized and specific evidence,
  - b. arranging the ideas and supporting details in a logical pattern appropriate to the purpose and focus,
  - c. writing unified prose in which all supporting material is relevant to the thesis or main idea statement, and
  - d. writing coherent prose and providing effective transitional devices which clearly reflect the organizational pattern and the relationships of the parts;
6. Demonstrates effective word choice by
  - \*a. using words that convey the denotative and connotative means required by context,
  - b. avoiding inappropriate use of slang, jargon, clichés, and pretentious expressions, and
  - \*c. avoiding wordiness;
7. Employs conventional sentence structure by
  - \*a. placing modifiers correctly,
  - \*b. coordinating and subordinating sentence elements according to their relative importance.
  - \*c. using parallel expressions for parallel ideas, and
  - \*d. avoiding fragments, comma splices, and fused sentences;
8. Employs effective sentence structure by
  - a. using a variety of sentence patterns, and
  - b. avoiding overuse of passive constructions;
9. Observes the conventions of standard American English grammar and usage by
  - \*a. using standard verb forms,
  - \*b. maintaining agreement between subject and verb, pronoun and antecedent,
  - \*c. avoiding inappropriate shifts in tense,
  - \*d. using proper case forms,
  - e. maintaining a consistent point of view, Expected Outcome:
    1. Students must demonstrate ability to use resources properly.
    2. Students must demonstrate the ability to organize and write essays.
    3. Students must demonstrate the ability to write essays following various rhetorical models and modes.
    4. Students must demonstrate the ability to write using the correct grammar, word usage, and diction.
    5. Students must demonstrate the ability to write in-class timed college level compositions.
    6. Students must demonstrate the ability to analyze an essay for prescribed elements.
    7. Students must demonstrate the ability to analyze a reading selection and have a basic understanding of documentation and plagiarism.
  - \*f. using adjectives and adverbs correctly, and
  - \*g. making logical comparisons.
- \*10. Uses standard practice for spelling, punctuation, and capitalization
11. Revises, edits, and proofreads units of discourse to ensure clarity, consistency, and conformity to the conventions of standard written America English.

\* Also assessed with objective items

**Writing Level:**

The level of student achievement in writing will be appropriate to the Statewide College Academic Skills Test and in accordance with established FLORIDA STATE COLLEGE AT JACKSONVILLE standards and procedures. In accordance with the Gordon Rule, ENC 1101 includes significant writing assignments, totaling at least 6,000 words. At the minimum, students will compose 2 in-class CLAST-type timed essays and several revised 500-700 word typed essays. At least one major writing assignment will require proper use of research and documentation.

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5. Students must demonstrate the ability to write in-class timed college level compositions.
6. Students must demonstrate the ability to analyze an essay for prescribed elements.
7. Students must demonstrate the ability to analyze a reading selection and have a basic understanding of documentation and plagiarism.
8. Students must demonstrate the CLAST writing and English language skills as specified on the official course outline.
9. Students must demonstrate an understanding of how writing is relevant to their experiences across the curriculum and as citizens.



<b>Course Prefix and Number: ENC 1101</b>	<b>Semester Credit Hours: 3</b>
<b>Course Title: English Composition I</b>	

**Discipline Area for the Course:**

<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social & Behavioral Sciences
<input type="checkbox"/> Humanities & Visual/Performing Arts	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other-Designated Option

**INTELLECTUAL COMPETENCIES:**

<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

KNOWLEDGE	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
A. Global and Historical Knowledge & Understanding				Intellectual honesty	X		
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations	X			Curiosity and openness to new ideas	X		
• Comprehends the workings and interrelations of personal, business and government economies	X			Recognition of one's own creative potential	X		
• Comprehends political, social and economic systems and their effects upon society	X			Acceptance of and respect for differences among people and cultures		X	
B. Cultural and Aesthetic Knowledge and Understanding							
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	X			Civic Engagement			X
• Comprehends the historical development of the arts and sciences	X			Lifelong Learning	X		
• Comprehends religious and cultural systems and their effects upon society	X						
C. Human Awareness and Understanding							
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development	X						
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures							
• Comprehends the factors that promote physical, mental and social well-being							
D. Mathematics, Science and Technology							
• Comprehends the basic concepts and investigative processes of the natural sciences							
• Comprehends the breadth, significance and development of the mathematical sciences							
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment							

Name of Person Completing This Form: Sue Buck

Signature: \_\_\_\_\_ Date: 11/8/02



<b>Course Prefix and Number:</b> <u>ENC 1101</u>	<b>Semester Credit Hours:</b> <u>3</u>
<b>Course Title:</b> <u>English Composition I</u>	

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**Learning Outcomes**

**Method Of Assessment**

1	Students must demonstrate the ability to use resources properly.	The student will be graded on at least five themes as they meet the requirements.
2	Students must demonstrate the ability to organize and write essays.	The student may be given tests on reading selections to see if he/she has comprehension skills.
3	Students must demonstrate the ability to write essays following various rhetorical models and modes.	Workbooks, computer assisted may be used to assess students' knowledge of grammar and spelling skills.
4	Students must demonstrate the ability to write using the correct grammar, word usage, and diction.	At least two in-class essays will be used to test students' spontaneous writing abilities.
5	Students must demonstrate the ability to write in-class timed college level compositions.	At least two in-class essays will be used to test students' spontaneous writing abilities.
6	Students must demonstrate the ability to analyze an essay for prescribed elements.	
7	Students must demonstrate the ability to analyze a reading selection and have a basic understanding of documentation and plagiarism.	At least one major writing assignment will require proper use of research and documentation.
8	Students must demonstrate the CLAST writing and English language skills as specified on the official course outline.	
9	Students must demonstrate an understanding of how writing is relevant to their experiences across the curriculum and as citizens.	At least one writing assignment may include a cross-curricular or multidisciplinary element, a service-learning component, etc.
10		

Name of Person Completing This Form: Suzanne Hess (Revised: Laura Jeffries 2005) (Revised: Laura Jeffries and Youlanda Henry 2007)

Date: 02/07/2003, 12/2/2005, 11/15/2007