

HERKIMER COUNTY COMMUNITY COLLEGE

DIVISION: Humanities
COURSE TITLE: English I: College Writing
COURSE NUMBER: EN 111
CREDIT: 3 Hours (3,0)
DATE: REVIEWED Fall 2004
GRADE TYPE: Letter Grade
PREPARED BY: Peter Clarke

COURSE DESCRIPTION

This course is designed as an intensive writing course that covers the following stages of writing: preliminary thought and discussion, research, organization, writing, revising and editing. Students produce at least ten pages of formal prose intended for a critical reader as well as at least 15 pages of informal work such as a personal journal. Students work in traditional rhetorical forms and write a research paper.

COURSE OBJECTIVES

Upon completion of this course the student will be able to:

1. Write unified, coherent paragraphs;
2. Use details and examples to clarify generalizations;
3. Use evidence to support ideas;
4. Determine appropriate diction for the audience and purpose;
5. Perform the basic steps of library research;
6. Incorporate and document outside source material in a research paper;
7. Proofread and revise to eliminate mechanical errors and stylistic problems;

OUTCOMES

1. By the end of this course, students will demonstrate, through careful evaluation, college level mastery in the writing of at least ten pages of structured prose.
2. By the end of this course, students will demonstrate through careful, analytical annotated evaluation college level mastery in the writing of at least ten pages of clear, specific prose.
3. By the end of this course, students will demonstrate through careful, analytical annotated evaluation college level mastery in at least five pages of persuasive prose.

MAJOR DIVISIONS OF SUBJECT MATTER

- I. Preliminary stages of writing
 - A. Selecting suitable topics for particular assignments
 - B. Brainstorming, note taking
 - C. Small group discussion, student-teacher conferences

- II. Organizing a paper
 - A. Introductory paragraphs
 - B. Body paragraphs
 - C. Conclusions

- III. The writing stage
 - A. Showing awareness of audience or reader
 - B. Writing thesis statements for an essay as a whole
 - C. Writing topic sentences for paragraphs
 - D. Expressing ideas clearly
 - E. Supporting generalizations with examples and details

- IV. The editing stage: using a handbook and dictionary
 - A. Proofreading and editing for spelling, punctuation and grammar
 - B. Revising for appropriate diction, sentence variety, transitions

- V. Library research and writing research papers
 - A. Using the library: the research
 - B. Incorporating outside source material into the paper
 - C. Properly documenting outside source material

- IV. Types of writing assignments commonly given
(See Instructors' outlines on file in division office for specific writing assignments given by individual instructors.)
 - A. Description
 - B. Comparison
 - C. Definition
 - D. Analysis
 - E. Narration
 - F. Classification
 - G. Giving directions
 - H. Persuasion
 - I. Summary
 - J. Objective report
 - K. Journal writing
 - L. In-class essay exam writing
 - M. Collaborative or small group writing
 - N. Writing-to-learn exercises
 - O. Explication of literary works

Evaluation

Refer to individual instructor's syllabus

Textbook

Refer to individual instructor's syllabus

Attendance Policy

Refer to individual instructor's syllabus

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