

Guidelines for ENGL1010

Northwest College English Department

Catalog Description

ENGL-1010 English I: Introduction to Composition (3) Students learn essential elements of academic writing at the college level as they write informative, analytical, and argumentative essays. Student also practice skills required for writing based on research.

Course Content

ENGL1010 is the standard college-level introductory composition course. It is the equivalent of composition courses at colleges and universities around the country. Its purpose is to teach students to communicate effectively in academic writing. This means that students who complete the course successfully understand the composition process and use their knowledge to plan, execute, and revise writing which suits the purpose and audience for which it is intended. To facilitate instruction in the composition process, the course includes instruction in content development, composition analysis, and form. ENGL1010 students acquire but do not necessarily perfect the skills listed here. The English department considers success in this course crucial. Students must earn a C- in this course before advancing to the second portion of the English general education requirement at Northwest.

English 1010 addresses the following broad areas:

Instruction in Content/Analysis

- Topic selection & narrowing
- Controlling thesis
- Supporting ideas
- Informal logic
- Techniques of critical reading (summarizing, identifying main point, etc.)

Instruction in Process

- Audience
- Purpose
- Voice
- Invention/Discovery
- Planning
- Drafting
- Revision
- Proofing

Course Outcomes

- § Students will communicate effectively in writing. Specifically,
 - § Students will have demonstrated the ability to write a formal college-level academic essay (as opposed to personal writing or fiction). The expectations for this type of essay include:
 - § Analysis as a central element;
 - § Prose which is relatively clean and contains only minor surface-level errors;

- § Organization which includes a title, an introduction, a body, and a conclusion--as well as an identifiable thesis; and
- § Citations (including summary, paraphrase, and direct quotations) which are properly integrated into the essay and appropriately cited.
- § Students will use conventions of standard English.
- § Students will analyze and critique written texts.

Course Expectations -- Writing

Students will produce a minimum of 3000 words of polished, final draft prose. (Based on 250 words per page, this equals a minimum of 12 typed pages.) Instructors are free to structure the length of individual assignments as they wish, but informative, analytical, and argumentative essays must be covered. (One twelve page research paper does not meet the spirit of this requirement.)

Furthermore, the English Department expects that regular informal writing, such as drafts or brainstorming, is occurring in addition to the formal polished essays.

Texts

The English Department recommends that adjunct faculty choose texts from among the following options:

Readers (*A Writer's Reference* is recommended as a companion volume for these texts.)

- *The Best American Essays*, Robert Atwan
- *Fifty Great Essays* 2nd ed., Robert DiYanni

Handbook

- *A Writer's Reference*, Diana Hacker

Rhetorics

- *A Short Guide to College Writing*, Barnet, Bellanca, Stubs
- *The Norton Field Guide to Writing with Readings and Handbook*, Richard Bullock
- *The St. Martin's Guide to Writing*, Axelrod & Cooper

Research

Library research instruction is a key component of ENGL1010. This includes:

- Hinckley library orientation (if possible)
- Instruction on use of the Hinckley Library databases
- Correct integration of external sources into an essay

Style Sheets

The English department uses MLA Style, 2009 update, for document design and documentation.

Instruction on Avoiding Plagiarism

Plagiarism, with the advent of easy cut and paste from online sources, is a growing problem in ENGL1010 classes. Course instruction on proper documentation includes serious explanations as to what constitutes plagiarism as well as the consequences for plagiarism.

Individual instructors set their own penalties for plagiarism; these penalties range from a reduced grade on the essay to failure of the essay to failure for the course, depending on the severity of the plagiarism. As a part of the instruction on research, the assumption is that instructors will discuss intentional vs. unintentional plagiarism. The department highly recommends adjunct faculty make use of SafeAssign. Plagiarism falls under Academic Code of Conduct, and details on the College's official policy may be found in the *Student Handbook*, which is available online on the NWC web site.

Assumptions about the beginning ENGL1010 students

- Writing may have some surface mechanical errors.
- Students have little experience in identifying rhetorical structures to suit specific purposes.
- Writing tends toward generalities.
- Development and support are superficial.
- Writing seems to lack authorial intent.
- Students need practice in order to develop the skills for the appropriate use of quotations, in-text citations, and documentation.