

# Northern Marianas College

## CURRICULUM ACTION REQUEST

**Effective Semester / Session:** Summer 2011

**Type of Action:**

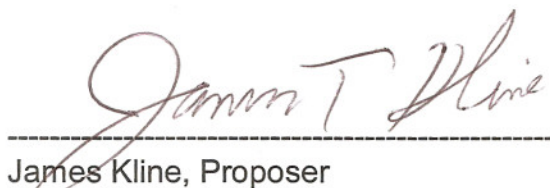
- New
- X Modification
- Move to Inactive (Stop Out)
- Cancellation

**Course Alpha and Number:** EN 101

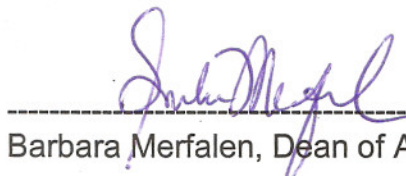
**Course Title:** English Composition I

**Reason for initiating, modifying, or canceling course, or other pertinent comment:**

The reason for modifying this course guide is to comply with the schedule for periodic course guide review, and to include a statement concerning the long-standing policy of awarding payment to the instructor for a writing course.

 3.30.11  
\_\_\_\_\_  
James Kline, Proposer Date

 3.30.11  
\_\_\_\_\_  
James Kline, Department Chair Date

 5.31.11  
\_\_\_\_\_  
Barbara Merfalen, Dean of Academic Programs and Services Date

# Northern Marianas College

## Course Guide

Course: EN 101 English Composition I

### 1. Department

Languages and Humanities

### 2. Purpose

Students must be able to organize and present ideas effectively in formal writing. This course focuses on several of the most common strategies for developing ideas in writing and on the conventions and grammatical patterns associated with each of them. EN 101 and EN 202 equate to the full year of freshman English composition required by all colleges and universities.

### 3. Description

#### A. Required/Recommended Textbook(s) and Related Materials:

Required:

Langan, John, *College Writing Skills*, 7<sup>th</sup> ed., New York: McGraw-Hill, 2008  
Readability level: Grade 7.8

Recommended:

College-level Dictionary

#### B. Contact Hours

1. **Lecture:** 3 per week/45 per semester
2. **Lab:**
3. **Other:** Private conferences

#### C. Credits

1. **Number:** 3
2. **Type:** Regular degree credits

**B. Catalogue Course Description:** This course introduces students to the characteristics of formal written discourse and to rhetorical conventions associated with exposition. The objective is to help develop the ability to express ideas in short, formal compositions (300 to 500 words) which are unified, coherent, and concise. This course also provides practice in the skills needed to write academic research papers. It covers methods of generating, supporting, and organizing ideas; of analyzing primary and secondary sources of evidence; and of presenting arguments in convincing, logical prose in a five- to seven-page research paper, with sources properly cited. (English Placement Level: EN 101)

# Northern Marianas College

## Course Guide

Course: EN 101 English Composition I

**E. Degree or Certificate Requirements Met by Course:** NMC core course requirement for all degrees.

**F. Course Activities and Design:**

1. After a period of general discussion, demonstration, and modeling of key elements associated with a particular organizational approach, students are assigned a formal composition which allows them the opportunity to use what they have learned and to practice that approach. Students are encouraged to rewrite their compositions if, in the instructor's judgment, the writing needs correction, more precise word choice, or expanded development. It is sometimes helpful for classes to examine excerpts from their own essay assignments, especially when the selections serve to highlight common difficulties with or offer outstanding examples of unity, coherence, conciseness, or unusual vividness.

2. Students are introduced to academic research writing. They are instructed in the methods of conducting research using all available secondary sources; in the formats and techniques of citing and recording research sources; in the skills of summarizing and paraphrasing; and in the similarities and differences between non-research and research expository writing.

**4. Course Prerequisite(s); Concurrent Course Enrollment;  
Required English/Mathematics Placement Level(s)**

**5. Estimated Cost of Course; Instructional Resources Needed:**

To the student: Tuition and fees for a three-credit course; textbook

To the college: Salary of instructor for 4 credits, which includes three (3) course credits as well as one (1) additional credit for teaching a writing course.

Instructional resources needed for this course include chalk and chalkboard, overhead projector; television and VCR, computer and projector.



## Northern Marianas College Course Guide

Course: EN 101 English Composition I

**6. Method of Evaluation:** Grades will be based partly on student performance in class, on resubmission of corrected essays, and on regular exercises. However, the quality and improvement of student writing as exhibited in regular short composition assignments, as well as adherence to standard academic techniques in a final research paper assignment, will be the major factors in determining final grades. NMC's grading and attendance policies will be followed.

- A: Excellent—grade points: 4.0
- B: Above average—grade points: 3.0
- C: Average—grade points: 2.0
- D: Below average—grade points: 1.0
- F: Failure—grade points: 0.0

# Northern Marianas College

## Course Guide

Course: EN 101 English Composition I

### 7. Course Outline:

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

#### 1.0 Introduction to Exposition

##### 1.1 Formal writing and informal speech

###### 1.1.1 Similarities between spoken and written English

###### 1.1.2 Differences between spoken and written English

##### 1.2 Exposition/other kinds of writing

###### 1.2.1 Introduction strategies

###### 1.2.1.1 "The Funnel"

###### 1.2.1.2 "The Turnabout"

###### 1.2.1.3 "Dramatic Entrance"

###### 1.2.1.4 "Appeal to authority/relevant quotation"

###### 1.2.2 Thesis statement

###### 1.2.2.1 Topic

###### 1.2.2.2 Controlling idea

###### 1.2.3 Development/supporting detail

###### 1.2.3.1 Topic sentence

###### 1.2.3.2 Supporting sentences

###### 1.2.4 Conclusions

###### 1.2.4.1 Relationship to introduction

###### 1.2.4.2 Relationship to developmental paragraphs

###### 1.2.4.3 Restatements and "echoes" of key concepts

###### 1.2.4.4 "Farewell" to reader

##### 1.3 General characteristics and various modes of development

###### 1.3.1 Illustration

###### 1.3.2 Analysis

###### 1.3.3 Argumentation

#### 2.0 The Use of Examples in Exposition

##### 2.1 Purposes of specific examples

##### 2.2 Appropriate number of examples

##### 2.3 Levels of detail in examples

#### 3.0 Comparison and Contrast

##### 3.1 Point by point

##### 3.2 All of one/all of the other

#### 4.0 Classification

##### 4.1 The principle

##### 4.2 The system

#### 5.0 Process Analysis

##### 5.1 Directional

###### 5.1.1 Definition

# Northern Marianas College

## Course Guide

Course: EN 101 English Composition I

- 5.1.2 Purposes
- 5.2 Informational
  - 5.2.1 Definition
  - 5.2.2 Purposes
- 6.0 Cause and Effect Analysis
  - 6.1 Causal analysis
  - 6.2 Effects analysis
  - 6.3 Causal chains
- 7.0 Argumentation
  - 7.1 Appropriate vs. inappropriate theses
  - 7.2 Supporting the argument
    - 7.2.1 Logical fallacies
    - 7.2.2 Syllogisms
    - 7.2.3 In-text citation of sources
  - 7.3 Opposition
    - 7.3.1 Refutation
    - 7.3.2 Concession
  - 7.4 Organizational options
- 8.0 Introduction to Academic Research Writing
  - 8.1 Selection of topic
    - 8.1.1 Suitability for research
    - 8.1.2 Scope
  - 8.2 Research resources
    - 8.2.1 NMC Library
      - 8.2.1.1 Reference desk
      - 8.2.1.2 Computerized card catalog
      - 8.2.1.3 EBSCO searches
      - 8.2.1.4 Periodical indexes
      - 8.2.1.5 NMC archives
      - 8.2.1.6 NMC newspaper archives
    - 8.2.2 Community library
    - 8.2.3 Internet sources
    - 8.2.4 Interviewing techniques
  - 8.3 Note taking
    - 8.3.1 Extracting pertinent information
    - 8.3.2 Exact quotations
    - 8.3.3 Summarizing and paraphrasing
    - 8.3.4 Recording complete source information: APA or MLA style
  - 8.4 Writing drafts
    - 8.4.1 Outlining
    - 8.4.2 Organizing
      - 8.4.2.1 Writing a focussed introduction
      - 8.4.2.2 Supporting the research thesis



# Northern Marianas College

## Course Guide

Course: EN 101 English Composition I

- 8.4.2.2.1 Ordering material logically
    - 8.4.2.2.2 Including what's needed; excluding what's not
    - 8.4.2.2.3 Maintaining cohesion
    - 8.4.2.2.4 Providing citations diligently and accurately
  - 8.4.2.3 Writing a conclusion that properly "concludes"
- 8.5 Improving drafts based on instructor consultation
  - 8.5.1 Interpreting instructor's feedback
  - 8.5.2 Incorporating instructor's feedback
- 8.6 Bringing it all together in the final draft:
  - 8.6.1 A properly formatted title page
  - 8.6.2 A clear introduction of the topic and thesis statement
  - 8.6.3 Logical and cohesive progression
  - 8.6.4 An indication of thorough research consistent with a short paper
  - 8.6.5 Sufficient citations for both quoted and paraphrased sources
  - 8.6.6 Demonstration of an understanding of APA or MLA formatting for
    - 8.6.6.1 Footnotes or
    - 8.6.6.2 Endnotes or
    - 8.6.6.3 In-text citations
  - 8.6.7 A reference (bibliography) page
    - 8.6.7.1 Formatted according to the APA or MLA style
    - 8.6.7.2 With a sufficient number and variety of resources

### 8. Instructional Goals

This course will introduce students to:

- 1.0 Writing at a level of competence sufficient to successfully complete written assignments in any course, as well as to respond effectively to essay questions on examinations;
- 2.0 Thinking analytically about problems and issues by
  - 2.1 choosing relevant examples to support a thesis;
  - 2.2 pointing out both similarities and differences between two entities;
  - 2.3 classifying members of a group;
  - 2.4 breaking a process into a series of discrete steps;
  - 2.5 relating causes to effects; and
  - 2.6 finding supporting points for *both* sides of an argumentative issue;
- 3.0 Organizing and expressing their thoughts in clear, concise, coherent prose;
- 4.0 Recognizing good writing and the qualities that make it so;

# Northern Marianas College

## Course Guide

Course: EN 101 English Composition I

- 5.0 Developing the basic expository essay, utilizing, in up to six short papers (2-3 pages), various rhetorical modes (compare/contrast, classification, etc.); and
- 6.0 Researching a (guided) topic of choice and writing a short research paper (5-7 pages) in an acceptable academic style employing either the MLA or APA format.

### 9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Write at a level of competence sufficient to successfully complete written assignments in any course, as well as to respond effectively to essay questions on examinations;
- 2.0 Demonstrate the ability to think analytically about problems and issues by being able to:
  - 2.1 choose relevant examples to support a thesis;
  - 2.2 point out both similarities and differences between two entities;
  - 2.3 classify members of a group;
  - 2.4 break a process into a series of discrete steps;
  - 2.5 relate causes to effects; and
  - 2.6 find supporting points for *both* sides of an argumentative issue;
- 3.0 Organize and express their thoughts in clear, concise, coherent prose;
- 4.0 Recognize good writing and the qualities that make it so;
- 5.0 Develop the basic expository essay, utilizing, in up to six short papers (2-3 pages), various rhetorical modes (compare/contrast, classification, etc.); and
- 6.0 Write a short research paper (5-7 pages), employing the techniques and formatting conventions of academic research writing employing either the MLA or APA format.

### 10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Quizzes and writing exercises;
- 2.0 Up to six short (2-3 page) essays in assigned rhetorical modes; and
- 3.0 A research paper (5-7 pages) on a topic (approved) of the student's choosing.