



### **III. Statement of Course Need**

- A. English Composition I is a first-semester composition course that, together with English Composition II, is a requirement of all degree-seeking students. The course is designed to prepare students with the reading, writing, and critical thinking skills important for success in courses in college disciplines.
- B. This course does not have a Lab component
- C. This course generally transfers as a first-semester freshman English core requirement.

### **IV. Place of Course in College Curriculum**

- A. Free Elective (This applies automatically to all credit courses in the College.)
- B. This course serves as a General Education course in English Composition.
- C. English Composition I is required of all degree programs.
- D. Course transferability: for New Jersey schools go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org). For all other colleges and universities go to their individual websites.

### **V. Outline of Course Content**

- A. Reading
  - 1. Critical reading of non-fiction texts with an emphasis on recognizing and analyzing the author's argument.
  - 2. Making connections between authors' arguments
- B. Writing
  - 1. Process (prewriting, drafting, reviewing, revising)
  - 2. Producing essays that analyze and synthesize the authors' arguments
  - 3. Articulating, developing, and sustaining the student's thesis
  - 4. Grammar, usage, and mechanics
- C. Information Literacy
  - 1. Library instruction
  - 2. MLA documentation style
  - 3. Responsible use of research material

### **VI. General Education and Course Learning Outcomes**

#### **A. General Education Learning Outcomes:**

#### **At the completion of the course, students will be able to:**

- 1. Apply the writing process: invent, draft, revise and edit using the conventions of academic writing. (NJCCC Core SLO)
- 2. Analyze and synthesize textual evidence to produce academic writing with attribution. (NJCCC Core SLO)

3. Compose essays that assert and develop a debatable thesis statement by using relevant evidence in academic discourse. (NJCCC Core SLO)
4. Evaluate and integrate sources using proper documentation. (NJCCC Core SLO)

**B. Course Learning Outcomes: same as above**

**C. Assessment Instruments**

This course may employ the following assessment methods:

1. formal out-of-class essays
2. in-class timed essays
3. research papers
4. journals
5. portfolios
6. class participation

**VII. Grade Determinants**

- A. 25 pages of text-based, graded writing
- B. 4-5 out-of-class essays of 4-8 pages
- C. A minimum of 3 in-class timed essays (including the final in-class essay)
- D. At least one out-of-class essay involving text-based research
- E. A common departmental final in-class essay synthesizing 2 or more texts
- F. Requirement that at least 80% of the student's final grade be derived from graded essays, with the following ranges: 45-55% of the final grade should be out-of-class essays, 25-35% should be in-class timed essays, and 10-20% should be class participation and preparation.
- G. Class preparation and participation

This course may include the following modes of teaching:

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. guest speakers
- E. student oral presentations
- F. student collaboration

**VIII. Texts and Materials**

The following types of course materials may be used:

- A. Textbook of readings such as:
  1. Nancy Comley, et al, *Fields of Reading: Motives for Writing* (current edition) with Gerald Graff and Cathy Birkenstein *They Say I Say* (current edition)
  2. Gerald Graff, Cathy Birkenstein, and Russel Durst, *They Say, I Say With Readings* (current edition)

- B. Film
- C. Audio sources
- D. Web sources

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

### **IX. Resources**

- A. Library instruction (required)
- B. Classrooms with CATT set-up preferred
- C. Computer lab preferred
- D. Service Learning support where applicable

### **X. Honors Options**

There is no Honors Option for this course.