

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. 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 purpose
 - 2. Making connections between texts
- B. Writing
 - 1. Emphasizing writing process (prewriting, drafting, peer reviewing, revising)
 - 2. Producing essays that analyze and synthesize information and arguments
 - 3. Articulating, developing, and sustaining the student's thesis
 - 4. Developing proficiency in grammar, usage, and mechanics
- C. Information Literacy
 - 1. Required introductory session of library instruction
 - 2. Introduction to MLA documentation style
 - 3. Research as strategic exploration

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 projects and papers
4. quizzes
5. journals
6. portfolios
7. class participation
8. student presentations

VII. Grade Determinants

- A. 25 pages of text-based, graded writing
- B. 3-4 out-of-class essays of 4-8 pages
- C. A minimum of 2 in-class timed essays (including the final in-class essay)
- D. At least 1 out-of-class essay involving outside sources
- E. A common departmental final in-class essay
- F. Requirement that at least 80% of the student's final grade be derived from graded writing
- G. Class preparation and participation

This course may include the following modes of teaching:

- A. discussion
- B. mini-lecture
- C. small group work
- D. guest speakers
- E. film

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.