Faculty members are required to have the outline submitted to the Academic Affairs Office. The course outline is the form used for approval of new courses by the Academic Affairs and Standards Council.

**DEPT.** ENGL  **COURSE NUMBER:** 1101

**NUMBER OF CREDITS:** 3  **Lecture:** X  **Lab:**

**Course Title:**
Composition 1

**Catalog Description:**
Reviews and reinforces basic essay writing principles. Emphasis is on rhetorical modes of development and writing as process. Assignments include a short research paper. Prerequisite: STSK 0095 or placement by the Multiple Measures Placement Grid.

**FULFILLS MN TRANSFER CURRICULUM AREA(S) (Leave blank if not applicable)**

Goal 1: Communication: X by meeting the following competencies:
   a. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
   b. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
   c. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
   d. Select appropriate communication choices for specific audiences.
   e. Construct logical and coherent arguments.
   f. Use authority, point-of-view, and individual voice and style in their writing and speaking.
   g. Employ syntax and usage appropriate to academic disciplines and the professional world.

Goal 2: Critical Thinking: ____ by meeting the following competencies:

Goal 3: Natural Sciences: ____ by meeting the following competencies:

Goal 4: Mathematics/Logical Reasoning: ____ by meeting the following competencies:

Goal 5: History and the Social and Behavioral Sciences: ____ by meeting the following competencies:

Goal 6: The Humanities and Fine Arts: ____ by meeting the following competencies:

Goal 7: Human Diversity: ____ by meeting the following competencies:
Goal 8: Global Perspective: ____ by meeting the following competencies:

Goal 9: Ethical and Civic Responsibility: ____ by meeting the following competencies:

Goal 10: People and the Environment: ____ by meeting the following competencies:

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**Prerequisites or Necessary Entry Skills/Knowledge:**

Students must meet one of the following placement measures:

- A score of 1047+ on test MN Comprehensive Assessment Reading (MCAs)
- A score of 78+ on test ACCUPLACER Classic Reading Comprehension
- A score of 250+ on test ACCUPLACER Next-Gen Reading Comprehension
- A score of 18+ on test ACT English
- A score of 21+ on test ACT Reading
- A score of 480+ on test SAT Evidence-Based Read/Write Composite
- ENGL 0095 – Essentials of Writing II
- Minnesota State Developmental Education Transfer Equivalent English Course
- Placement by Multiple Measures Placement Grid

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**Topics to be Covered (General)**

1. Rhetorical Awareness
2. Process
3. Focus/Structure/Organization
4. Essay Construction
5. Development and Support
6. Critical Thinking
7. Clarity
8. Research

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**Student Learning Outcomes**

1. Apply rhetorical situation (MnTC 1d, 1e, 1f). This may include, but is not limited to:
   - Understanding the most effective approach to writing in any given specific situation;
   - Adapting voice, tone, format, genre, and vocabulary for specific audiences and contexts;
   - Writing for a range of purposes that may include writing to narrate, entertain, inform, summarize, persuade, or argue.

2. Employ a writing process involving invention, organization, drafting, revision, editing, and presentation (MnTC 1a, 1b, 1c). This may include, but is not limited to:
   - Recognizing the importance of prewriting for invention;
   - Receiving and responding to feedback from a variety of sources, which may include instructors, workgroups, tutors, and peers;
   - Adapting the writing process for varying contexts, which may include multi-modal formats to reflect the needs of an increasingly digitally literate society.

3. Support controlling ideas with relevant and specific evidence (details) and explanations (MnTC 1c, 1e). This may include, but is not limited to:
- Creating and identifying controlling ideas: Thesis, Topic Sentences, Main ideas;
- Developing and supporting the controlling idea with details, examples, quotes, summaries, or other types of evidence;
- Explaining how the selected evidence supports the controlling idea and overall purpose of the text.

4. Create and identify the basic components of an essay: introduction, body, conclusion. This may include, but is not limited to (MnTC 1e):
   - Organizing essays using appropriate rhetorical modes of development, which may include Narrative, Descriptive, Classification-Division, Cause & Effect, Definition, Process, Argument & Persuasion.

5. Apply focus, structure, and organization to written work. This may include, but is not limited to:
   - Applying coherence, unity, rhetorical situation, audience, and focus;
   - Analyzing the role of an individual paragraph within a larger text;
   - Organizing paragraphs to support a text’s main idea;
   - Aiding reader comprehension by employing effective transitions.

6. Analyze and integrate the ideas of others. This may include, but is not limited to:
   - Analyzing and synthesizing, which is understanding and responding to the ideas of others, moving beyond summary;
   - Breaking down a text to better comprehend how the pieces relate to the overall meaning of a text;
   - Differentiating between the student’s ideas and the ideas of others;
   - Responding to the ideas of others.

7. Revise and edit texts to make them comprehensible for specific audiences and writing contexts (MnTC 1f, 1g). This may include, but is not limited to:
   - Identifying and applying the grammatical conventions of a particular rhetorical situation;
   - Writing clear, effective, and varied sentences;
   - Revising content for accuracy and effectiveness individually and in collaboration with others;
   - Revising and editing for grammar and mechanics, including the conventions of Standard American English, independently and in response to feedback;
   - Revising and editing to control tone, style, voice, and word choice.

8. Demonstrate appropriate methods of conducting research, presenting the information they discover in an appropriate style (MnTC 1c, 1d). This may include, but is not limited to:
   - Finding and identifying primary, secondary, and tertiary sources;
   - Summarizing, paraphrasing, and quoting material and providing appropriate context;
   - Citing academic resources;
   - Presenting written work in proper MLA or other academically sanctioned citation styles, apply the use of source bibliography, intext citation, citation, and document formatting;
   - Avoiding plagiarism.

**Is this course part of a transfer pathway:** Yes [ ] No [x]  
*If yes, please list the competencies below*

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