English 1010 – Introduction to College Writing

Course Description
Partially fulfills General Education English requirement. Designed to improve students' abilities to read, analyze, and write expository papers. Provides opportunities to write and revise a number of essays. Activities, library research, portfolios, writing to a style guide, and tests may also be used to prepare students to write college level papers. Successful completers (grade C or higher) will be prepared to take ENGL 2010. Prerequisite: LIB 1010 (can be taken concurrently); AND English placement score 19 or higher OR ENGL 0990 (Grade C or higher and if ENGL 0995 required, Grade C or higher); AND Reading placement score 17 or higher OR ENGL 1470 (Grade C or higher). FA, SP, SU

Program Learning Outcomes
Introduces the following program learning outcomes: PLO1=Critical Strategies; PLO2=Cultural and Ideological Awareness; PLO3=Collaborative Learning; PLO4=Research and Information Literacy; and PLO5=Professional Development-Full Program Outcomes can be found at: http://www.dixie.edu/english/ .php

Course Learning Outcomes:

CRITICAL THINKING OUTCOMES
By the end of English 1010, students will demonstrate their ability to:
1. Identify a writer’s purpose/thesis. (PLO1, 5)
2. Understand a writer’s organization and structure. (PLO1, 5)
3. Recognize a writer’s tone, i.e., an author’s attitude toward subject and audience. (PLO 1, 2, 5)
4. Assess the effectiveness of a writer’s presentation of detail in support of a main idea. (PLO 1, 4, 5)
5. Analyze a writer’s possible underlying assumptions and biases. (PLO 1, 2, 4, 5)
6. Recognize and avoid fallacies in reasoning. (PLO1, 2, 4, 5)
7. Use relevant, convincing, and sufficient evidence and logic. (PLO1, 2, 4, 5)

WRITING OUTCOMES
By the end of English 1010, students will demonstrate their ability to:
1. Assess the relationship of writers to audience and purpose. (PLO1, 2, 4, 5)
2. Understand the value of the writing process as it can happen in stages, including planning, brainstorming, organizing, rough draft writing, revising, and proofreading. (PLO1, 3, 4, 5)
3. Carefully choose and restrict the subject, and create a precise thesis statement that will control the selection, arrangement, and presentation of material. (PLO1, 4, 5)
4. Use strategies for creating effective overall structure, including the use of categories, topic sentences, transitions, parallel structure, and repeated key words and synonyms. (PLO1, 4, 5)
5. Know and use developmental strategies necessary to write individual paragraphs and the paper as a whole. (PLO1, 4, 5)
6. Write unified, coherent, and developed paragraphs that effectively use topic sentences, repeated key terms, synonyms, pronouns, and transitions. (PLO1, 4, 5)
7. Compose introductory paragraphs that get the reader’s attention, state the thesis, suggest a plan of development, make positive first impressions, and set the tone. (PLO 1, 2, 3, 4, 5)
8. Compose concluding paragraphs that give a sense of closure. (PLO 1, 2, 3, 4, 5)
9. Recognize and avoid fragments, run-ons, fused sentences/comma splices, faulty modifiers, and problems with subject/verb agreement and pronoun agreement. (PLO 1, 4, 5)
10. Consistently use punctuation and mechanics in a manner consistent with standard written English. (PLO 1, 4, 5)
11. Understand choices related to style, emphasis, and sentence variety. (PLO1, 4, 5)
**RESEARCH OUTCOMES**

By the end of English 1010, students will demonstrate their ability to:

1. Critically assess research information and incorporate such research into their papers. (PLO4, 5)
2. Paraphrase, summarize, and quote source material in their own writing. (PLO 4, 5)
3. Understand and avoid plagiarism. (PLO4, 5)
4. Know when and how to use the following methods of incorporation: (PLO4, 5)
   a. Introduction of quotations and paraphrases.
   b. Use of quotation marks, brackets, and ellipses.
   c. Use of long quotations.
   d. Use of passages combining paraphrases and quotations.
   e. Proper forms for documenting and citing of sources.
5. Use a broad array of the DSC Library’s print and online research resources, such as the library catalog, subject-specific encyclopedias, article databases, and Utah’s catalog. (PLO4, 5)
6. Use the MLA style of source lead-ins (when appropriate), parenthetical documentation, and bibliographic form. (PLO 4, 5)
7. Develop a preliminary bibliography, notes, and an outline (or other organizational strategy) as steps in writing a research paper. (PLO4, 5)

**Methods of Assessment:**

**Formative Assessment Methods**

**Preparation Checks:** Students will periodically show their completion of the stages of the writing process.

**In-Class Writing:** Students will be asked to write at least one in-class essay, partly to learn about strategies of on-the-spot writing, and partly to verify that their out-of-class writing is indeed their own.

**Summative Assessment Methods**

**Essays:** Students in this course will:
- Write a minimum of 4 essays, totaling at least 4,500 words:
  - Two of which must be approximately 5 pages in length (1,250 words).
  - One of which must be at least a 5-page research essay that incorporates sources.
  - No more than one of which will be a narrative essay.

**Value-Added Assessment Method**

**Pre/Post Test:** Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.