

Umbrella Syllabus, Revised, Fall 2003
Minot State University



English 110 and 111H: College Composition I, 3 cr.

Catalogue Description. Guided practice in college-level reading, writing, and critical thinking. Emphasis on writing processes, and on approaches to critical reading. Does not apply toward the English major.

Learning Activities. English 110 engages students primarily in reading and writing of nonfiction prose with an emphasis on expressive and expository writing. Students receive instruction and practice in writing as a process. Emphasis will be placed on writing focused, coherent prose that reveals a distinguishable voice and supports a central point. Students will be expected to refine their use of standard English.

Texts & materials. A current handbook and college-level reading materials. A good collegiate dictionary.

Rationale. Students learn to create meaning by reading and writing in a variety of contexts and for a variety of purposes. Exploratory and expressive writing invite students to discover inner and outer realities. Students write to learn when they identify what they know and what they need to know. Students experience the rewards of participation in the discourse community when they find their writer's voice and communicate with readers. Through employing the steps in the writing process and critiquing each others' writing in a workshop setting, students learn to think like writers; further, they gain confidence in the knowledge that their writing impacts readers, and they learn to evaluate and improve their own writing. Sharpening their critical reading skills, working with the writing process, and heightening their awareness of purpose, audience, and genre give students mobile skills they can apply to other thinking and writing tasks.

Course themes and areas of emphasis. Each course instructor will determine theme and emphasis, which may include the development of the educated self; cultivation of writerly habits; participation in the reader-writer community; collaborative writing; the private-to-public writing continuum; reading and writing in the academic and professional communities; responding to literature; and summarizing, paraphrasing, using quotations, and correctly documenting source material.

Learning Outcomes. As a skills-based course, English 110 targets the following six learning outcomes.

Writing Process: Students will engage in the reading and writing process through practice in prewriting, writing, rewriting, drafting, responding and editing strategies, individually and collaboratively.

Mechanics & Usage: Students will practice the mechanics and usage skills associated with edited English in students' own writing and through a variety of learning approaches.

Supporting Evidence: Students will evaluate a writer's use of details, examples, and explanations to support ideas and apply these principles to one's own writing.

Rhetorical Design: Students will develop their abilities to identify and evaluate writing devices in texts and apply those techniques in their own writing.

Voice: Students will work toward developing a confident and authentic voice appropriate for the intended audience and the writer's purpose.

Using & Referencing Resources: Students will become familiar with the resources available in the library for use in this and future courses and understand the importance of citing outside sources in their writing.

Methods of instruction. The instructor will facilitate exercises and activities that allow students to use a process approach to discuss readings and writings in small and large groups, revise their own and other students' writings, and practice writing and speaking to a variety of audiences and in a variety of forms.

Methods of evaluation. Students will complete 3,000 to 5,000 words of prose (12-20 pages), including two to three formal revised edited pieces of writing. At the instructor's discretion, students will be evaluated on such assignments as journal writings, quizzes, responses, collaborative projects, source-based papers, and reflective self-evaluations.

Method of program assessment. Near the end of the semester, students will submit a piece of university-level prose. Using a previously designed rubric based on the six learning outcomes, a committee will evaluate a representative sampling and will recommend specific ways to improve instruction. All submissions will be anonymous and final samples will be randomly selected.