

## **HIBBING COMMUNITY COLLEGE COURSE OUTLINE**

**COURSE NUMBER & TITLE:** ENGL 1060 - Freshman Composition

**CREDITS:** 3 (3 Lec /0 Lab)

**PREREQUISITES:** Satisfactory performance on English placement examination and/or completion of ENGL 0900 with a grade of "C" or higher

### **CATALOG DESCRIPTION:**

Freshman Composition focuses on learning the process of writing expository essays, including cause and effect, classification, comparison and contrast, illustration and description, definition, argumentation and persuasion, and analysis. Writing assignments emphasize collaborative learning, peer editing, and individual evaluation. MNTC goal areas: (1)Communications and (2)Critical Thinking.

### **OUTLINE OF MAJOR CONTENT AREAS:**

- I. Writing as a process in a workshop setting
  - A. Steps in the writing process
  - B. Guidelines for working collaboratively
  - C. Computers and writing
- II. Evaluating a writer's process
  - A. Journals
  - B. Instructor/peer responses
- III. Prewriting
  - A. Define the essay
  - B. Brainstorm
  - C. Select topic
  - D. Determine audience and purpose
- IV. Essays
  - A. Thesis and topic sentences
  - B. Support - selected and arranged
  - C. Introductions and conclusions
- V. Revision for sentence effectiveness
  - A. Major grammatical/usage errors
  - B. Subordination, coordination, and parallelism
  - C. Adequate, concrete detail
  - D. Transitions
- VI. Revision of the essay
  - A. Logic and structure
  - B. Clarity

- C. Mechanical errors
- D. Unity and style
- VII. Illustration essay
  - A. Thesis
  - B. Structure
  - C. Support
- VIII. Classification essay
  - A. Principle of classification
  - B. Thesis
  - C. Structure
  - D. Support
- IX. Comparison and contrast essay
  - A. Thesis
  - B. Structure
  - C. Support
- X. Responding to the ideas of others
  - A. Mark the text for main ideas
  - B. Interpret support
  - C. Evaluate from personal experience
  - D. Evaluate the argument, including reasons, assumptions, and credibility
- XI. Analysis essay
  - A. Thesis
  - B. Structure
  - C. Support
- XII. Argumentation/persuasion essay
  - A. Thesis
  - B. Opposition arguments
  - C. Support
  - D. Note taking from primary and secondary sources
  - E. Documentation of primary and secondary sources using the MLA (Modern Language Association) format
  - F. Structure
- XIII. Definition, process, or cause and effect essay
  - A. Thesis
  - B. Structure
  - C. Support
- XIV. Essay examinations

**COURSE GOALS/OBJECTIVES/OUTCOMES:**

The student will

1. identify the steps in the writing process.
2. apply the techniques of writing as a process through prewriting, revision, and editing.
3. synthesize, analyze, and evaluate ideas through collaborative activities.

4. draw conclusions about the writing process through journaling and peer/instructor editing.
5. use a word processing program to compose and revise.
6. define the essay.
7. apply brainstorming techniques such as listing, clustering, and free writing.
8. identify and apply techniques for narrowing a topic.
9. establish a purpose for writing assignments.
10. identify an audience consistent with the writing purpose.
11. select and synthesize information related to a writing purpose.
12. develop informal and formal outlines that establish the logical order of ideas.
13. evaluate points of view.
14. identify and apply techniques for composing introductions and conclusions.
15. compose a thesis and related topic sentences.
16. compose essays that develop and support a thesis statement and topic sentences.
17. apply appropriate rhetorical strategies to compose a variety of essays, including cause and effect, classification, comparison and contrast, illustration and description, definition, and argumentation and persuasion.
18. establish and apply criteria to measure the quality of writing.
19. utilize subordination, coordination, parallelism, and transitions to improve sentence structure.
20. arrange ideas to improve logical sequence.
21. delete or add material to improve clarity.
22. eliminate mechanical errors such as faulty subject and verb agreement, faulty pronoun and antecedent agreement, fragments, run-ons, comma splices, and spelling errors.
23. analyze and evaluate the thesis and topic sentences for unity and sense of purpose.
24. identify the thesis, methods of support, and the structure of an essay.
25. evaluate the essay in terms of logic, reasons, inferences, assumptions, and emotional appeal.
26. utilize research materials to develop an argumentative essay.
27. differentiate between primary and secondary research.
28. apply strategies for gathering information from primary and secondary sources.
29. interpret research findings.
30. apply the MLA format for citations and sources.
31. complete essay examinations.

### **MNTC GOALS AND COMPETENCIES MET:**

#### **Communications**

**HCC COMPETENCIES MET:**

Communicating Clearly & Effectively  
Social/Civic Responsibility

**STUDENT CONTRIBUTIONS:**

Students are expected to attend all class sessions, participate in activities and discussions, listen to and follow directions, complete assignments on time, request assistance when needed, and contribute to a productive learning environment. Students should spend at least six hours per week preparing for class.

**STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS  
SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.**

**SPECIAL INFORMATION: (SPECIAL FEES, DIRECTIVES ON HAZARDOUS  
MATERIALS, ETC.)**

Students may be given a diagnostic essay examination the first week of class to determine whether they have the minimal writing proficiency to perform adequately in English 1060. Instructors reserve the right to request students with inadequate skills to drop the course and transfer to English 0900. All major essays must be completed on a word processor.

**AASC APPROVAL : February 14, 2011**

**REVIEW DATE : February 2016**

ENGL1060: so  
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