

**COLLIN COLLEGE**

**ENGLISH  
DEPARTMENT  
SOURCE  
BOOK**

**English 1301**

2018-19

## *Introduction*

This first-year writing course immerses students in the study and practice of writing as a process. Through writing projects that take various forms, students learn to use multiple drafts in their writing process, exchange those drafts with their peers, and work to develop their own sense of voice in academic writing.

## *Composition*

Student writing is at the center of English 1301. Through intensive work on improving reading practices and building skills in note-taking, drafting, revising, and editing, students learn how to work on their own writing and give solid feedback to their classmates. While the effective composition course should introduce students to new strategies for developing essays, the focus should also include work on establishing the importance of the essay as an essential component for learning, communicating, and developing a critical analysis of any range of ideas. Professors may approach the teaching of composition from a variety of ways—using readings from texts, utilizing handbooks for developing stylistic practices and encouraging thoughtful revision, having students collaborate on discussions and peer review projects, and using materials from various cultural outlets. In 1301, basic principles of research should be introduced, with some emphasis placed on beginning to learn MLA formatting. While these last two aspects should not occupy the central focus of the course, early introduction should pave the way for more intensive research work in ENGL 1302. Students in ENGL 1301 should expect to produce 15-25 polished pages by the end of the semester.

## *Rhetoric*

Professors should also use a rhetorical approach when teaching this course. In doing so, students should learn to recognize and use rhetorical concepts such as audience, purpose, context and ethos in order to analyze readings as well as their own work. A rhetorical approach to the teaching of writing prepares students to meet a variety of personal, academic, and professional writing challenges by giving them tools for analyzing and entering into a range of rhetorical situations. An emphasis on rhetorical tools also works to spotlight the student's ability to develop their own voice in relationship to the academic community.

## English 1301 Aims and Scope

English 1301 focuses on the study and practice of writing and rhetoric as inquiry—that is, students will use writing and rhetorical concepts such as purpose, audience, and context to pose and investigate problems that are meaningful in their lives or communities, explore open questions, and/or examine complex tensions. The course also emphasizes the importance of the writing process, as well as the conventions of academic writing and documentation style. This course provides students with extended practice in writing and rhetoric as inquiry in a supportive, student-centered environment.

Student Learning Outcomes	Recommended Practices	Assessment Strategies
1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)	Students should be guided through the process of producing multiple drafts involved in the process of developing a work. The process should include the introduction and practice of several strategies to refine those drafts, including peer review. Collaboration on peer texts should be structured in such a way so that students can move beyond finding errors or simply 'liking' drafts.	Professors can assess students' peer review processes through class observation, students' written responses to peers, Canvas exchanges, and/or students' reflective statements about peer work.
2. Develop ideas with appropriate support and attribution. (Communication Skills)	Class time should be spent on how to locate and utilize suitable sources as support for students' writing. Emphasis should also be placed on how to appropriately integrate, attribute, and cite those sources in the context of academic writing.	When assessing their writing, professors should examine students' use of sources as support for their own ideas as well as proper attribution of direct quotes and paraphrases.
3. Write in a style appropriate to audience and purpose. (Communication Skills)		In assessing student writing, professors will pay explicit attention to a student's language, style, and tone with regard to specific rhetorical contexts. Professors should also consider how students enhance their own credibility through their writing and research methods.

Student Learning Outcomes	Recommended Practices	Assessment Strategies
<p>4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)</p>	<p>Significant class time should be spent discussing, reflecting on, and responding to a variety of texts, both written and visual. Discussions, small groups, and class activities will make explicit connections between students' composing strategies and their analysis of assigned texts. Special attention will be paid to merging the student's ideas and voice with the opinions of others.</p>	<p>Professors will respond to and assess students' attempts at responding to specific texts, as well as making connections with their own writing processes. Canvas assignments/discussions, writers' notebooks, response writings, and in-class assignments allow opportunities to assess the depth of students' critical thinking and reflection skills.</p>
<p>5. Use Edited American English in academic essays.</p>	<p>Students should demonstrate the ability to use language, tone, and style appropriate to academic writing. Time will be spent not only exploring the conventions of academic writing style but also the importance of revising and editing.</p>	<p>Professors should assess students' use of Edited American English in their formal writings, paying particular attention to grammar, punctuation, and style. Moreover, while emphasizing revising and editing, professors should compare the stylistic changes that have taken place over the course of the writing process.</p>
<p>6. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)</p>	<p>Students need to demonstrate fluency in responsible scholarly practices, such as proper use and documentation of sources, and understand that, when using intellectual property, they are scholars entering into conversation with other scholars. Class activities can include discussion of research practices and methods, use of MLA styles and consideration of scholarly responsibility and ethics.</p>	<p>Professors can assess students' successful use of sources and documentation style through informal class activities, as well as formal essays and assignments.</p>