



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: English Composition I

Course Number: ENG 111

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Strengthens critical writing and reading skills to support written communication in academic and professional environments. Emphasis is placed on critical thinking, problem analysis, research, logical support and structure. All major essays should range from 2-6 pages of text and must be drawn from the following list: Personal or Event Narrative, Description, Analysis, Article Summary and Response, Evaluation, Argument, Job Application, Business Letter, Memo and On-demand Writing. Students will write 4-5 major essays as well as numerous shorter assignments. At least one essay will use subheadings and a multimodal component (e.g., graphs, charts, pictures or other visuals).

Prerequisite (s): Placement in this course requires a cumulative high-school GPA of 3.0 or higher OR an ACT-English score of 18 or higher AND an ACT-Reading score of 21 or higher. When neither GPA nor ACT scores are available, students are placed based on the North Central's scored writing assessment. Contact Learning Support Services.

Co-requisite (s): None

Course Objectives:

To complete this course successfully, students will:

- Understand and apply effective writing processes.
- Achieve paragraph and essay unity.
- Craft essays for specific audiences.
- Comprehend and respond to challenging reading.
- Support ideas with research and critical thinking.
- Apply appropriate grammatical and mechanical conventions.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Delivery Method: In classroom or online or hybrid

Course Objectives and Linked Lumina DQP Outcomes

See PART 3 of this syllabus for the complete language of each Lumina DQP outcome.

Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from PART 1), followed by the corresponding Lumina DQP Outcome number(s) in parentheses

- Understand and apply effective writing processes. (DQP 1, 2, 6)
- Achieve paragraph and essay unity. (DQP 6)
- Craft essays for specific audiences. (DQP 6)
- Comprehend and respond to challenging reading. (DQP 6)
- Support ideas with research and critical thinking. (DQP 6, 11)
- Apply appropriate grammatical and mechanical conventions. (DQP 3, 6, 14)



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Suggested Methods of Instruction:

Lecture, collaborative work, whole-class discussion, in-class and take-home writing, and in some sections computer mediated and online support.

Suggested Methods of Assessment and Evaluation:

Essays, attendance/participation credit, in-class quizzes and essays, homework and final portfolio.

Adopted Text at Time of Course Adoption/Revision:

The default text is *Writing about Writing: A College Reader*, 2nd ed., by Wardle and Downs.

If desired, instructors may substitute one of the following as the main text:

1. *The Norton Field Guide to Writing with Readings*, 3rd ed., by Bullock and Goggin.
2. *Academic Writing: Concepts and Connections*, by Thonney.

Additionally, there are several books that teachers have found helpful as ancillary texts.

1. *Bird by Bird*, by Anne Lamott.
2. *On Writing*, by Stephen King.
3. *Writing Down the Bones*, by Natalie Goldberg.

OPTIONAL SUPPLEMENTARY MATERIALS:

A writer's handbook.

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: Introduction to course.
- Week 2: First essay
- Week 3: First essay
- Week 4: First essay.
- Week 5: Second essay.
- Week 6: Second essay.
- Week 7: Second essay.
- Week 8: Mid-term conferences.
- Week 9: Third essay.
- Week 10: Third essay.
- Week 11: Third essay.
- Week 12: Fourth essay.
- Week 13: Fourth essay.
- Week 14: Fourth essay.
- Week 15: Reflective writing and final portfolio.
- Week 16: Exit interviews

Part 1 & Part 2 approved by CRDAP on: 03 18 16

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012