A. **TITLE**: COMPOSITION & THE SPOKEN WORD

B. **COURSE NUMBER**: ENGL 101

C. **CREDIT HOURS**:

   3 Credit Hours
   3 Lecture Hours: 3 per week
   Course Length: 15 weeks

D. **WRITING INTENSIVE COURSE**: No

E. **GER CATEGORY**: GER 10

F. **SEMESTER(S) OFFERED**: Fall and Spring

H. **COURSE DESCRIPTION**:

   In this course students learn to communicate effectively orally and in writing. Students develop critical thinking skills, rhetorical knowledge, basic research skills culminating in a research paper, knowledge of conventions, and communication ethics.

I. **PRE-REQUISITES/CO-REQUISITES**: None

J. **STUDENT LEARNING OUTCOMES**:

   By the end of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>PSLO</th>
<th>GER</th>
<th>ISLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Produce coherent texts within common college-level written forms.</td>
<td>GER 10</td>
<td>1 [W]</td>
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<td>b. Demonstrate the ability to revise and improve college-level texts.</td>
<td>GER 10</td>
<td>1 [W]</td>
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<td>c. Research a topic, develop an argument, and organize supporting details.</td>
<td>GER 10</td>
<td>1 [W]</td>
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<td>d. Develop proficiency in oral discourse.</td>
<td>GER 10</td>
<td>1 [O]</td>
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<td>e. Evaluate an oral presentation according to established criteria.</td>
<td>GER 10</td>
<td>1 [O]</td>
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<tr>
<td>KEY</td>
<td>Institutional Student Learning Outcomes [ISLO 1–5]</td>
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<tr>
<td>ISLO #</td>
<td>ISLO &amp; Subsets</td>
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</tbody>
</table>
| 1 | Communication Skills  
Oral [O], Written [W] |
| 2 | Critical Thinking  
Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS] |
| 3 | Foundational Skills  
Information Management [IM], Quantitative Lit./Reasoning [QTR] |
| 4 | Social Responsibility  
Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T] |
| 5 | Industry, Professional, Discipline Specific Knowledge and Skills |

**J.** **APPLIED LEARNING COMPONENT:** Yes______  No___X____

**K.** **TEXTS:** These are examples; actual texts are chosen by the instructor


**L.** **REFERENCES:** These are a sampling, not a comprehensive listing.

Writing Center at Southworth Library --
http://www.canton.edu/tutoring/writing_center.html
Academic Support Services -- http://www.canton.edu/academic_support_services/
Online writing lab at Purdue University --
http://owl.english.purdue.edu/owl/resource/679/01/
The Collins Wordbanks Corpus -- http://www.collins.co.uk/Corpus/CorpusSearch.aspx
Modern Language Association -- http://www.mla.org/style

**M.** **EQUIPMENT:** Technology enhanced classroom

**N.** **GRADING METHOD:** A-F

**O.** **MEASUREMENT CRITERIA/METHODS:**
P. **DETAILED COURSE OUTLINE:** Attached

Q. **LABORATORY OUTLINE:** N/A
DETAILED COURSE OUTLINE

ENGL 101 – COMPOSITION & THE SPOKEN WORD

I. Critical Reading
   A. Identify main ideas, implied ideas, and supporting details
   B. Recognize author’s purpose and tone
   C. Analyze, evaluate, and critique texts

II. Writing process
   A. Planning
   B. Drafting
   C. Revising
   D. Editing

III. Elements of Effective Writing
   A. Methods of Development
   B. Paragraphs
   C. Sentence Structure
   D. Diction
   E. Grammar and Mechanics
   F. Tone and Style

III. Writing Situations
   A. Audience
   B. Rhetorical Stance
   C. Research

IV. Oral Discourse
   A. Audience
   B. Rhetorical Stance
   C. Language
   D. Manner of Presentation
   E. Use of Visuals
   F. Groups/Class Presentation
   G. Evaluation of Oral Discourse