

Seattle Central Community College

Credit by Examination

Course Title: ENGLISH COMPOSITION

Course Number: ENG 101

Credits 5

Instructor: Kate Kiely - katekiely88@hotmail.com

Prerequisite(s): Satisfactory Performance on English Placement Exam.

Course Description:

Introduction to the writing process. Writing assignments with focus on major strategies of non-fiction prose, with subject matter drawn from firsthand experience and observation.

English 101 is the first of a two-quarter sequence of college composition. The emphasis of the course is on writing clear, direct, and effective short expository essays.

ENGLISH 101 Instructional Topic Areas

- Review of paragraph structure, sentence structure, grammar, and punctuation as needed
- Focus on writing as process: prewriting, drafting, editing, and revising
- Generating, analyzing, and supporting ideas in writing
- Development from paragraph skills to longer essays
- Major work on essay structure: introduction, body, and conclusion developed from a central thesis
- Connection of writing process to critical reading and thinking
- Group work and peer editing

Students get a great deal of essay writing practice in ENG 101. By the end of the quarter, they have written at least five keyboarded essays (one or two of which may be significant revisions of earlier drafts (each 700-800 words long. In addition, they have written numerous paragraphs, “freewrites,” and short responses to prose readings.

Students who do the challenge to ENG 101 are expected to be competent in all the instructional areas described above (with the exception of group work and peer editing); they will be graded on the demonstration of that competence in the several steps or parts of the challenge exam.

ENG 101 Exit Skills

At the end of ENG 101, students should be able to:

1. Read as an active, critical process

- Use effective reading techniques
- Analyze expository prose for content and expression
- Demonstrate critical thinking in written responses to reading
- Summarize, paraphrase, and outline short expository readings.

2. Actively use the writing process

- Generate ideas for an essay using one or more of the process techniques (freewriting, listing, brainstorming, branching, clustering, etc.)
- Choose an appropriate writing strategy for purpose and occasion
- Make stylistic choices appropriate to topic and audience
- Produce a final draft after revising and editing rough drafts
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3. Revise effectively

- Revise for clarity, unity, and coherence
- Revise to demonstrate control of sentence structure (including subordination, coordination, and combining) and conventional punctuation
- Revise to eliminate spelling and mechanical errors

4. Produce a unified and coherent essay

- Establish a clear central point and locate it in an introductory paragraph that orients the reader
- Support and develop that point in orderly, coherent paragraphs
- Select various writing strategies to support the thesis statement
- Maintain unity and coherence through appropriate transitional elements
- Produce a conclusion that effectively closes the essay

Grades

A student is awarded a single grade for the challenge activities, though each of the four exit areas can be weighted roughly as follows: 30% for 1 and 2, and 35% for each of 3 and 4. An ENG 101 challenger must average somewhere between 2.5 and 3.0 for the whole challenge exam (not less than 2.5 in any one category) in order to receive credit for ENG 101. This score level is higher than most other challenge exams because one of the purposes of ENG 101 is to prepare students for ENG 102, a course with fairly high skill and competency requirements.

In preparation for the challenge exam, students would do well to consult any of the standard handbooks of English that discuss the whole essay, paragraph structure, generating ideas, and various process steps, as well as offering a review of sentence structure and punctuation. These texts also include a glossary of usage and a review of all the basics of grammar and mechanics.

Instructional Materials

Some texts typically used in ENG 101:

1. *McGraw Hill Handbook* (McGraw Hill)
2. *The Little-Brown Handbook* (Little Brown)
3. *Bedford Handbook* (Bedford)
4. *Writing Well* (St. Martins Press)
5. *The Prentice-Hall Handbook* (Prentice-Hall)

The Challenge Process

1. A brief interview (via email, telephone, or in person) with the instructor to talk about your writing experience.
2. **Part A:** You will read and then write about some short prose pieces, answering questions in a few paragraphs (not in essay form). You may also be asked to summarize, outline, and/or paraphrase. Part of your time will be spent revising what you have written for clarity, organization, and correctness. You will turn in your final draft of the paragraphs and any summaries, outlines, or paraphrases you are asked to do.

Part B: You will begin the process of writing an essay. You will have the choice of a topic based on the readings in 2A or an assigned topic. We expect this session to produce some of the initial phases of the essay process:

- Generating a thesis
- Developing support for that tentative thesis using any of several techniques (brainstorming, listing, freewriting, clustering, branching, etc.)
- Writing a rough draft

This is a proctored exam. You will have up to THREE hours total to do these two phases. You may apportion your time as you see fit, but you'll need at least half of the time for **Part B**.

At the end of the session, you will turn in the **Part A** work, and we will make photocopies of all the **Part B** work (you take the originals home, along with a copy of those prose pieces, if that's what you are writing about). While you are working on your final draft at home, your instructor will be reading and evaluating your written assignment and looking over the early stages of your essay writing process.

3. At your own pace, you will work on your essay, continuing to develop it and taking it through the revising and editing process. While you are doing that, you will keep a "revision journal" in which you note what you have changed,

added, deleted, checked, etc. That is, everything you do to the rough draft after you leave the previous session should be noted.

4. Bring all your drafts and of course your **keyboarded** final draft to this session. You will turn in that final draft, and then, using your “revision journal” and the various drafts or versions you have brought, you will answer some specific questions about the revision process that you went through. Be sure to label all the bits and pieces in a way that will make it clear to your reader what they are and in what order they go.

This last session should take no more than one hour.