Des Moines Area
Community College

Course Competency Information

Effective Date: Fall 2015

Acronym/Number: ENG 105

Course Title: Composition I

Credit Breakout:

<table>
<thead>
<tr>
<th>Credit Breakout</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum</th>
<th>Work Experience</th>
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</thead>
<tbody>
<tr>
<td>3.00</td>
<td>1hr/crdt</td>
<td>2hrs/crdt</td>
<td>3hrs/crdt</td>
<td>4hrs/crdt(unsupervised)</td>
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Prerequisite/Co-Requisite
Pre-requisite: ENG061 or satisfactory writing skills

Description
Composition I introduces students to the college-level writing process through the construction and revision of a series of expository and persuasive essays. Students may also produce other writing appropriate to the academic and working world. Through exposure to a variety of college-level readings, the students will build critical reading skills, and students will be expected to respond to assigned readings in a variety of ways. The course introduces library and computer-based research strategies. Students will write and revise at least 4 essays and produce a minimum of 20 pages.

Course Competencies

1. Generate writing as an active process, using planning, drafting, revising, and editing
   1. Explore invention activities, such as brainstorming, listing, word-mapping, reading, freewriting, discussing, and journal writing
   2. Use planning and drafting techniques, such as outlining and freewriting
   3. Consider audience, purpose, and context
   4. Revise for clarity, coherence, and conciseness
   5. Use technology as appropriate given the task, assignment, and setting

2. Evaluate strategies and approaches for organizing content
   1. Write well-structured introduction, body, and conclusion paragraphs
   2. Organize essays using thesis statements and topic sentences
   3. Use paragraphs as an organizational method
   4. Incorporate effective transitional devices
   5. Integrate relevant, credible supporting details and evidence from source materials
   6. Incorporate quotations from source material

3. Examine college-level reading skills as an active part of the writing process
   1. Identify various genres of expository writing, including narrative, essay, and article
   2. Develop vocabulary, using relevant reference resources
   3. Examine various rhetorical and organizational methods
   4. Use effective reading techniques such as rereading, annotating, paraphrasing, and summarizing
   5. Analyze the content, expression, and context of verbal and/or visual texts

4. Synthesize research resources appropriate to the task and context
   1. Develop researching skills to locate credible sources, which may include interviews, observations, surveys, DMACC library resources, library databases, and other web resources
   2. Distinguish between credible and unreliable print or electronic sources
   3. Integrate research into writing when appropriate
   4. Acknowledge ownership of ideas when using source information

5. Integrate standard college-level documentation practices
1. Understand definitions and consequences of plagiarism
2. Identify reasons for documentation
3. Distinguish between personal ideas and outside sources
4. Develop summarizing, paraphrasing, and quoting skills using primary and secondary sources
5. Integrate sources effectively within the given context
6. Document sources in MLA or APA formatting style
6. Adapt to the rules of Standard English grammar appropriate to context
   1. Use standard rules of grammar, punctuation, mechanics, and spelling
   2. Construct syntactically sound sentences using varied, appropriate vocabulary