

# ENG 111 Writing and Inquiry

## COURSE DESCRIPTION:

Prerequisites: ENG 002 or satisfactory High School GPA

Corequisites: ENG 011

This is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is on the writing process, including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. Students should also be able to respond critically to readings and demonstrate an understanding of the fundamentals of research and documentation. *This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in English composition.* Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

## LEARNING OUTCOMES:

Upon completing requirements for this course, the student will be able to:

1. Understand the elements of the communication context (audience, persona, purpose, occasion) and use these elements when analyzing and writing essays;
2. Analyze ideas, rhetorical modes, rhetorical strategies, and social, political, and historical context in selected readings and in fellow students' writing;
3. Understand and practice all the stages of the writing process (invention, outlining, drafting, revising, editing, and proofreading) to compose structured, evidenced-based, academic essays;
4. Use clear, logical reasoning in expressing ideas and developing and supporting theses;
5. Understand and demonstrate effective word choice, sentence construction and variety, and paragraph structure;
6. Critically analyze, evaluate, revise and edit their writing for standard English grammar, usage, and punctuation using a handbook;
7. Incorporate quotations from sources smoothly and effectively into their writing and document sources using MLA style;
8. Conduct research in the library (including electronic databases), critically evaluate sources of information, use research as evidence to support a claim, and integrate that research into their own writing smoothly and effectively.
9. Understand and avoid all forms of plagiarism.

## OUTLINE OF INSTRUCTION:

- I. The Writing Process
  - A. Invention
  - B. Planning and drafting, considering context and audience
  - C. Revising, editing and proofreading
- II. Elements of the Essay
  - A. Thesis idea/thesis sentence
  - B. Structure and organization
  - C. Paragraph unity, focus, and development
  - D. Logical and sufficient development

- E. Content (insight and complexity)
- F. Precise word choice, connotation, denotation
- G. Sentence variety
- H. Introductions, conclusions
- I. Transitions
- J. Conventional grammar and punctuation

### III. Critical Reading and Writing

- A. Annotation
- B. Identification of ideas
- C. Identification and definition of unfamiliar terms and concepts
- D. Identification of elements of argument
- E. Summary and synthesis
- F. Analysis of persona, tone, audience, and bias
- G. Analysis of organizational strategies
- H. Analysis of rhetorical strengths and weaknesses

### IV. Critical Thinking

- A. Evidence, reasoning
- B. Induction, deduction
- C. Emotional, logical, ethical appeals
- D. Logical fallacies

### V. Library Research and Documentation

- A. Determine a purpose
- B. Notetaking, planning, outlining, drafting, and revising
- C. Use library electronic and print resources to find evidence
- D. Assess relevance and credibility of sources (print and electronic sources)
- E. Synthesize findings into an original essay
- F. Integrate sources with paraphrase, summary, and quotation
- G. Document sources and create a Works Cited list using MLA format
- H. Avoid plagiarism

## **REQUIRED TEXTBOOK AND MATERIAL:**

The textbook and other instructional material will be determined by the instructor.