

MEDAILLE COLLEGE
AGASSIZ CIRCLE
BUFFALO, NEW YORK

COURSE OUTLINE

Program: Humanities
Course Number: ENG 100
Course Title: College Writing I
Number of Credits: 3
Prerequisites: This course is required for and limited to all students who place within the specified range on the placement test.

A. Catalog Description of Course:

This course introduces students to the process of writing they will need for success in college. It increases students' abilities to communicate confidently with others, to think clearly, and to organize ideas. Pre-writing, writing, revising, and editing are emphasized. Students will produce a portfolio of their writings including a self-assessment.

B. Goals:

- * To integrate students into the academic discourse community.
- * To increase confidence in the process of writing.

C. Objectives:

Students will be able to:

- * Recognize and use major formats of academic discourse.
- * Find and correctly use secondary sources for research.
- * Apply the major rules of spelling, diction, grammar, syntax, and end punctuation.
- * Revise papers by correcting mechanics and improving basic organization.
- * Assess their own progress as writers.

D. Outline of Course Content:

Paragraph organization

Outlining

Essay organization

Rhetorical modes: examples, comparison/contrast, process, description

Research: fact gathering, library use, notetaking, summaries, MLA documentation, avoidance of plagiarism

Mechanics

Manuscript format

Revising for the portfolio

E. Suggested Texts:

Barnwell/Dees. *The Resourceful Writer*. Princeton, N.J.: Houghton Mifflin Company, 1991.

Harbrace College Handbook (most recent edition)

Hacker, Diana. *Rules For Writers*, 6th. edition. New York: Bedford/St. Martin, 2009.

dictionary

thesaurus

F. Suggested Modes, Media, and Techniques of Instruction:

* Supplementary research material

* Extensive oral and written comments on student writing

* Group and private discussions

* Group and individual exercises

* Filmstrips on writing, library resources, and research methods

* Tutorials in Learning Services Center

G. Instructor References:

Bruffee, Kenneth. "Collaborative Learning Some Practical Models." College English

34 (1973): 634-43.

Christensen, Francis. "A Generative Rhetoric of the Sentence." College Composition and Communication 14 (1963): 155-61.

_____. "A Generative Rhetoric of the Paragraph." College

Composition and Communication 16 (1968): 144-56.

Daly, John. "The Effects of Writing Apprehension on Message Encoding." Journalism Quarterly 54 (1977): 566-72.

_____. "Writing Apprehension and Writing Competency." Journal of Educational Research 72 (1978): 10-14.

Elbow, Peter. Writing With Power: Techniques for Mastering the Writing Process. New York: Oxford UP, 1981.

_____. Writing Without Teachers. New York: Oxford UP, 1973.

Graves, D. (1978). Balance the Basics: Let Them Write. Ford Foundation Report.

Healy, Mary K. "Preparing for Small Group Response Sessions." Using Student Writing Response Groups in the Classroom. Curriculum Publication No. 12 (Berkeley: Bay Area Writing Project, University of California, 1980).

Larson, Richard. "Training New Teachers of Composition in the Writing of Comments on Themes." College Composition and Communication 17 (1966): 152-155.

Lindemann, Erica. A Rhetoric for Writing Teachers. New York: Oxford University Press, 1982.

Lunsford, Andrea A. Assignments for Basic Writers: Unresolved Issues and Needed Research.@ Journal of Basic Writing 5 (1986): 87-99.

Miller, Susan. "The Student's Reader is Always a Fiction." Journal of Advanced Composition 5 (1984): 15-29.

Murray, Donald. The Listening Eye: Reflections on the Writing Conference. @
College English 41 (1979): 13-18.

_____. A Writer Teaches Writing. Boston: Houghton, 1968.

Witte, Stephen. "Pre-Text and Composition." College Composition and
Communication 38 (1987): 397-425.