

Northern Marianas College

CURRICULUM ACTION REQUEST

Effective Semester / Session: Spring 2017

Type of Action:

- ☐ New
☒ Modification
☐ Move to Inactive (Stop Out)
☐ Cancellation

Course Alpha and Number: EN101

Course Title:

Reason for initiating, revising, or canceling:

This course has been modified for periodic updates, along with including a statement concerning the long-standing policy of awarding an extra workload credit of compensation to the instructor for such a writing intensive course.

Jonathan Cabrera & Mike Nurmi

Proposers

Date

Zerlyn Taimanao

Department Chair

Date

Adam Walsh

Language & Format Review Specialist

Date

Ajani Burrell

Academic Council Chair

Date

Barbara K. Merfalen

Dean of Academic Programs and Services

Date

Northern Marianas College

Course Guide

Page: 2

1. Department

Languages & Humanities

2. Purpose

Students must be able to organize and present ideas effectively in formal writing. This course focuses on several of the most common strategies for developing ideas in writing and on the conventions and grammatical patterns associated with each of them. EN 101 and EN 202 equate to the full year of first-year English composition required by all colleges and universities.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Ballenger, B. (2014). *The Curious Writer*. Upper Saddle River, New Jersey: Pearson.

- or -

Ballenger, B. (2014). *The Curious Researcher*. Upper Saddle River, New Jersey: Pearson

- or -

Bullock, R., Goggin, M. D., & Weinberg, F. (2016). *The Norton Field Guide to Writing with Readings and Handbook*. New York, NY: W. W. Norton & Company.

Recommended:

College-level dictionary

B. Contact Hours

1. **Lecture:** 3 per week / 45 per semester
2. **Lab:** 0
3. **Other:** Prive Conferences

C. Credits

1. **Number:** 3
2. **Type:** Regular Degree Credits

D. Catalogue Course Description

This course introduces students to the characteristics of formal written discourse and to rhetorical conventions associated with exposition. The objective is to help students develop the ability to express ideas in short, formal compositions (300 to 500 words) which are unified, coherent, and concise. This course also provides practice in the skills needed to write academic research papers. It covers methods of generating, supporting, and organizing ideas; of analyzing primary and secondary sources of evidence; and of presenting arguments in convincing, logical prose in a five-to-seven page paper, using either MLA or APA style. (English Placement Level: EN 101) Offered in the Spring and Fall.

E. Degree or Certificate Requirements Met by Course

NMC core course requirement for all degrees.

F. Course Activities and Design

After a period of general discussion, demonstration, and modeling of key elements associated with a particular organizational approach, students are assigned a formal composition which allows them the opportunity to use what they have learned and to practice that approach. Students are encouraged to rewrite their compositions if, in the instructor's judgment, the writing needs correction, more precise diction, or expanded development. It is sometimes helpful for classes to examine excerpts from their own essay assignments, especially when the selections serve to highlight common difficulties with or offer outstanding examples of unity, coherence, concision, or vividness.

Students are introduced to academic research writing. They are instructed in the methods of conducting research using all available secondary sources; in the formats and techniques of citing and recording research sources; in the skills of summarizing, paraphrasing, quoting; and in the process of recognizing non-research and research writing.

4. Course Prerequisite(s); Concurrent Course Enrollment

Prerequisites: A passing grade in EN095 or a qualifying placement test

Required English/Mathematics Proficiency Level(s)

Prerequisites: A passing grade in EN095 or a qualifying placement test

Concurrent Course Enrollment: None

English Placement Level: EN101

Mathematics Placement Level: N/A

Northern Marianas College Course Guide

Page: 4

5. Estimated Cost of Course; Instructional Resources Needed

To the student: Tuition and fees for a 3-credit course; cost of textbook.

To NMC: Salary of instructor for 4 credits, which includes three (3) course credits as well as one (1) additional credit for teaching a writing course (Procedure #3000.11); a classroom.

Instructional resources needed for this course include: chalkboard / whiteboard and chalk / markers, overhead projector, and computer.

6. Method of Evaluation

Grades will be based partly on student performance in class, resubmission of corrected essays, and regular exercises; however, the quality and improvement of student writing as exhibited in regular short composition assignments, as well as adherence to standard academic techniques in a final paper assignment, will be the major factors in determining final grades. NMC's grading and attendance policies will be followed.

A: Excellent—grade points: 4.0

B: Above average—grade points: 3.

C: Average—grade points: 2.0

D: Below average—grade points: 1.0

F: Failure—grade points: 0.0

7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

1.0 Introduction to Writing

- 1.1 Introduction strategies
 - 1.1.1 Thesis statements
- 1.2. Developmental / Supporting strategies
 - 1.2.1 Topic sentences
 - 1.2.2 Controlling ideas
- 1.3 Conclusion strategies
 - 1.3.1 Relationship to the introduction
 - 1.3.2 Relationship to developmental paragraphs
- 1.4 Modes of discourse
 - 1.3.1 Narration
 - 1.3.2 Exposition
 - 1.3.3 Argumentation

2.0 Narration

- 2.1 Expounds on an event / moment
- 2.2 Ordered chronologically; or
- 2.3 Time sequenced in some way

3.0. Exposition

- 3.1 Illustration / Exemplification
 - 3.1.1 Purposes of specific examples
 - 3.1.2 Appropriate number of examples
 - 3.1.3 Levels of detail in examples
- 3.2 Compare / Contrast
 - 3.2.1 Point-by-Point
 - 3.2.2 All of one / All of the other
- 3.3 Classification / Division
 - 3.3.1 The principle
 - 3.3.2 The system
- 3.4 Process
 - 3.4.1 Directional
 - 3.4.2 Informational
- 3.5 Cause and Effect
 - 3.5.1 Causal analysis
 - 3.5.2 Effects analysis
 - 3.5.3 Causal chains

3.6 Definition

- 3.6.1 Limit the subject's meaning: what it is not
- 3.6.2 Specify the subject's meaning: what it is

4.0 Argumentation

- 4.1 Appropriate vs. Inappropriate theses
- 4.2 Supporting the argument
 - 4.2.1 Logical fallacies
 - 4.2.2 Syllogism
- 4.3 Opposition
 - 4.3.1 Refutation
 - 4.3.2 Concession
- 4.4 Organizational approaches

5.0 Introduction to Academic Research Writing

- 5.1 Topic selection
 - 5.1.1 Research suitable
 - 5.1.2 Scope
- 5.2 Research resources
 - 5.2.1 NMC Library
 - 5.2.2 Community library (CNMI Library)
 - 5.2.3 Internet sources
- 5.3 Using sources
 - 5.3.1 Extracting pertinent information
 - 5.3.2 Exact quotations
 - 5.3.3 Summarizing and paraphrasing
 - 5.3.4 Recording complete source information
- 5.4 Writing drafts
 - 5.4.1 Prewriting techniques
 - 5.4.2 Outlining and organizing techniques
- 5.5 Improving drafts based on instructor feedback
 - 5.5.1 Interpreting instructor's feedback
 - 5.5.2 Incorporating instructor's feedback
- 5.6 Formatting
 - 5.6.1 APA style
 - 5.6.2 MLA style

8. Instructional Goals

The course will introduce students to:

- 1.0 Writing skills needed to successfully complete college level assignments;
- 2.0 Thinking analytically about problems and issues by
 - 2.1 Sequencing an event
 - 2.2 Choosing relevant examples to support a thesis;
 - 2.3 Pointing out both similarities and differences between two entities;
 - 2.4 Classifying members of a group;
 - 2.5 Breaking a process into a series of discrete steps;
 - 2.6 Relating causes to effects; and
 - 2.7 finding supporting points for both sides of an argumentative issue
- 3.0 Organizing and expressing thoughts in clear, concise, coherent prose;
- 4.0 Recognizing good writing and the qualities that make it so;
- 5.0 Developing a basic expository essay, utilizing various rhetorical modes in three to six short papers of two to three pages; and
- 6.0 Investigating a (guided) topic of choice and writing a final paper of five to seven pages that integrates sources using MLA or APA format.

9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Use Standard English spelling, grammar, and punctuation in college-level writing;
- 2.0 Identify college-level, academic texts;
- 3.0 Evaluate the quality of college-level, academic texts;
- 4.0 Summarize college-level, academic texts;
- 5.0 Paraphrase college-level, academic texts;
- 6.0 Use writing processes to generate college-level writing
- 7.0 Assemble thoughts in clear, concise, coherent, college-level prose;
- 8.0 Integrate college-level, academic texts to support arguments; and
- 9.0 Use MLA or APA formatting in the development of formal writing.

10. Assessment Measures of Student Learning Outcomes

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Evaluation of in-class writing assignments
- 2.0 Evaluation of three to six formal essays
- 3.0 Evaluation of final paper of five to seven pages that integrates sources using MLA or APA format.