

## ENGLISH 101

### Students' Responsibilities

- Practice writing as a process involving prewriting, drafting, giving and receiving feedback, and revising.
- Read, analyze and evaluate a variety of texts by published authors and classroom peers, to understand and appreciate the range of options for written expression in English of ideas for a variety of aims and audiences.
- Produce at least 4,000 words of finished edited prose in papers that demonstrate:
  - a. ability to develop thesis statements that focus and organize writing with attention to audience and purpose.
  - b. ability to select and use appropriate information and rhetorical strategies to support a variety of aims of discourse and meet the needs of varied audiences.
  - c. ability to revise and edit successive drafts based on feedback from peers and instructors.
  - d. control over the conventions of standard written English.
- Develop skills in summarizing and paraphrasing.
- Understand the need for and learn to use at least one standard form of documentation.

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### Teachers' Responsibilities

- Provide opportunities for students to engage with texts by peers and published writers that illustrate a variety of rhetorical strategies as examples and springboards for expanding academic literacy.
- Demonstrate and provide practice in a variety of techniques for invention, narrowing and focusing topics, developing and supporting theses, writing for a variety of aims and audiences, drafting, selecting and organizing materials, summary and paraphrase, revising and editing written prose.
- Provide instruction or referral towards mastery of conventions of standard written English, with emphasis on the students' own writing.
- Assign at least 4,000 words of finished, edited prose, involving from four to six assignments covering a variety of aims and audiences. Assign an equal amount of informal or draft writing in a variety of formats such as journal writing, summaries and paraphrases, essay proposals and revision plans, evaluations, in-class writing to prompts, etc. At least one assigned essay should involve simple documentation of several sources.
- Provide opportunities for collaborative activities, student/instructor conferences, and experience with technology as appropriate.
- Provide regular and timely evaluation of students' writing using clearly defined criteria consistent with these guidelines.