ENGL 10600
FIRST-YEAR COMPOSITION
(20 Students/Section Max)

Course Outcomes [Related ME Program Outcomes in brackets]

Introductory Composition at Purdue (ICaP) fulfills five major goals:
1. Developing students’ rhetorical knowledge [B1, B4, B5]
2. Developing students’ critical thinking, reading, and writing [A2, B1, B4, B5]
3. Developing students’ writing processes [B1]
4. Developing students’ knowledge of conventions [B1, B5, C2]
5. Developing students’ use of technology in composition [B1, B5]

Rhetorical Knowledge
1. To help students understand the inherent rhetorical situation of writing including purpose, audience, and context.
2. To prepare students for writing in later university courses across the curriculum by helping them learn to articulate, develop, and support a point through both primary and secondary research.
3. To help students understand that they can and should use writing for multiple academic, civic, professional, and personal purposes.

Critical Thinking, Reading, and Writing
1. To provide students with opportunities to write as a means of discovery and learning about themselves; as an integral part of inquiry about the material, social, and cultural contexts they share with others; and as a means of exploring, understanding, and evaluating ideas in academic disciplines.
2. To help students develop their abilities to create, interpret, and evaluate a variety of types of texts integrating verbal and visual components.

Writing Process
1. To help students develop effective and efficient processes for writing by providing practice with planning, drafting, revising, and editing their writing in multiple genres using a variety of media.

Knowledge of Conventions
1. To introduce students to the conventions of form, style, and citation and documentation of sources that are appropriate to their purposes for composing in a variety of media for a variety of rhetorical contexts.
2. To demonstrate that coherent structure, effective style, and grammatical and mechanical correctness contribute to a writer’s credibility and authority.

Technology in Composition
1. To provide students with experience using multiple composing technologies to produce a variety of genres of texts.

Revision Date: 2/27/2013
### 1. COURSE NUMBER AND NAME:
ENGL 10600 First Year Composition

### 2. CREDITS AND CONTACT HOURS:
4 credits
- Lecture – 3 days per week at 50 minutes for 16 weeks
- Conference – weekly at 50 minutes for 16 weeks

### 3. COURSE COORDINATOR OR INSTRUCTOR:
Samantha Blackmon, Professor, Director of Introductory Composition

### 4. APPROVED TEXTBOOKS:
- **e.** Wysocki, Anne and Dennish Lynch. *Compose Design Advocate*. Longman.

### 5. SPECIFIC COURSE INFORMATION:
- **a.** Catalog Description: Typically offered fall, spring, and summer.
- **b.** Prerequisites: None
- **c.** Status: Required

### 6. SPECIFIC GOALS FOR THE COURSE
#### a. Course Outcomes:
[Related ME Program Outcomes in Brackets]
1. Developing students’ rhetorical knowledge [B1, B4, B5]
2. Developing students’ critical thinking, reading, and writing [A2, B1, B4, B5]
3. Developing students’ writing processes [B1]
4. Developing students’ knowledge of conventions [B1, B5, C2]
5. Developing students’ use of technology in composition [B1, B5]

#### b. Related ME Program Outcomes:
[Related ABET Outcomes Listed in Brackets]
A1. Engineering Fundamentals;  B3. Prof/Ethical Responsibility;  
A3. Experimental Skills;  B5. Life-Long Learning;  
A4. Modern Engr Tools;  C1. Leadership;  
A5. Design Skills;  C2. Global Engineering Skills;  
A6. Impact of Engr Solns;  C3. Innovation;  
B1. Communication Skills;  C4. Entrepreneurship  
B2. Teamwork Skills

### 7. LIST OF TOPICS:
See following page.

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