

Washtenaw Community College Comprehensive Report

ENG 111X Composition 1 Effective Term: Winter 2026

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English

Course Number: 111X

Org Number: 11300

Full Course Title: Composition 1

Transcript Title: Composition 1

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: New Course

Change Information:

Rationale: We are moving away from the co-requisite model of developmental education for logistical reasons and to improve course quality.

Proposed Start Semester: Winter 2026

Course Description: In this course, students will write effective academic essays using a variety of rhetorical patterns for various purposes and audiences. Reading materials serve as a basis for essays and classroom discussions. Students write both in-class and out-of-class essays. During the first week of class, students must demonstrate their writing proficiency. In order to pass with a "C" or better, students must demonstrate at least "C" level competency in documented essay writing by the end of the semester. Students will write a minimum of 20-25 pages of polished writing. Students are required to complete Writing Center assignments outside of class. This course includes additional instructor contact hours and will be required for students who are not at college-level reading and writing but wish to take ENG 111. Level I Prerequisite: Academic Reading Level 3; Academic Writing Level 2

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 75 Student: 75

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 75 Student: 75

Repeatable for Credit: NO

Grading Methods: Letter Grades

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

No Level Required

Requisites**Prerequisite**

Academic Reading Level 3; Academic Writing Level 2

General Education**General Education Area 1 - Writing**

Assoc in Applied Sci - Area 1

Assoc in Science - Area 1

Assoc in Arts - Area 1

Michigan Transfer Agreement - MTA

MTA English Composition

General Education Area 8 - 2nd Writing or Communication/Speech

Assoc in Applied Sci - Area8

Assoc in Art - Area8

Assoc in Science - Area8

Request Course Transfer**Proposed For:****Student Learning Outcomes**

1. Write an academic essay that incorporates research and documentation.

Assessment 1

Assessment Tool: Portfolio

Assessment Date: Fall 2029

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better.

Who will score and analyze the data: Departmental faculty

2. Critically assess appropriateness of sources for inclusion in research-based writing.

Assessment 1

Assessment Tool: Portfolio

Assessment Date: Fall 2029

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better.

Who will score and analyze the data: Departmental faculty

3. Demonstrate critical thinking through logical reasoning in academic essays.

Assessment 1

Assessment Tool: Portfolio

Assessment Date: Fall 2029

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Identify reasons that people write and value writing.
2. Use appropriate forms and strategies to address varied audiences and occasions.
3. Demonstrate an ability to question, explain, interpret, and evaluate the writing of others, as well as their own.
4. Demonstrate knowledge of prewriting techniques.
5. Formulate, develop, and support effective thesis statements.
6. Use a variety of organizational strategies.
7. Use appropriate conventions of style in establishing levels of formality and tone.
8. Write 4-7 polished final essays throughout the term, at least 40-50 pages, including rough and polished essays, with 20-25 pages of polished writing.
9. Use a variety of resources available for credible research and documentation.
10. Assess source material for validity.
11. Document sources using MLA style or another appropriate research documentation style.

New Resources for Course

Course Textbooks/Resources

Textbooks

Ballinger, B. *Curious Writer*, 5th ed. ed. Longman, 2017

Axelrod & Cooper; Hacker & Sommers. *The Concise Guide to Writing & Pocket Style Manual*, 9th ed. ed. Boston: Bedford/St Martin's, 2020

Hacker & Sommers. *Pocket Style Manual*, ed. Boston: Bedford/St Martin's, 2017

OER. *Introduction to Composition*, ed. OER, 2022

Manuals

Zimmerman, T.. English 111 Writing Center Manual, OER, 08-20-2021

Periodicals

Software

Equipment/Facilities

Level III classroom

Computer workstations/lab

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer:		
<i>Jessica Hale</i>	<i>Faculty Preparer</i>	<i>Mar 29, 2025</i>
Department Chair/Area Director:		
<i>Aaron Anderson</i>	<i>Recommend Approval</i>	<i>Apr 03, 2025</i>
Dean:		
<i>Anne Nichols</i>	<i>Recommend Approval</i>	<i>Apr 07, 2025</i>
Curriculum Committee Chair:		
<i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Jun 04, 2025</i>
Assessment Committee Chair:		
<i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Jun 09, 2025</i>
Vice President for Instruction:		
<i>Brandon Tucker</i>	<i>Approve</i>	<i>Jun 10, 2025</i>