

Freshman Composition Sequence

The following competencies are the writing, thinking, communication, and expressive skills identified and recommended by a group of high school teachers, community, and four-year College English instructors. Upon successfully completing the required freshman composition course or sequence of courses, students should be able to do the following:

- 1) Demonstrate critical and analytical thinking for reading, writing, and speaking.
 - a) Participate in active reading and discussion of a variety of texts.
 - b) Incorporate ideas and information from readings into own writing.
 - c) Identify purpose, main idea, and supporting evidence.
 - d) Distinguish between fact and opinion and recognize textual biases.
 - e) Distinguish between general and specific information.
 - f) Summarize and paraphrase information.
 - g) Analyze and evaluate their own and others' speaking and writing.
 - h) Communicate effectively in groups by listening, reflecting, and responding appropriately.
 - i) Formulate diagnostic questions for resolving issues and identify possible solutions.
 - j) Show an awareness of the different modes of comprehension, as well as expression, required for effective oral communication, as opposed to written.

- 2) Compose sound and effective sentences.
 - a) Use a variety of sentence structures correctly.
 - b) Understand and employ subordination and coordination to express ideas.
 - c) Avoid major sentence-level errors such as fragments, comma splices, fused sentences, etc.
 - d) Communicate with few errors in grammar, usage, diction, and mechanics.

- 3) Compose unified, coherent, and developed paragraphs.
 - a) Write focused topic sentences.
 - b) Maintain focus and unity of paragraph.
 - c) Use details, examples, and facts to develop the paragraph's main idea.
 - d) Select and use appropriate patterns of organization for subject audience, and purpose.
 - e) Use transitional devices.
 - f) Employ appropriate, developed, and wide-ranging vocabulary.

- 4) Understand and use a recursive writing process to develop strategies for generating, revising, editing, and proofreading texts.

- 5) Produce rhetorically effective discourse for subject, audience, and purpose.
 - a) Organize a logically structured essay that includes an introduction, body, and conclusion.
 - b) Develop an essay's controlling idea (thesis or claim) with a balance of generalizations and adequate specific, illustrative details.
 - c) Use transitional devices to achieve coherency, unity, and focus.
 - d) Use a variety of rhetorical strategies to analyze and respond to topics and texts.
 - e) Support position using relevant evidence and a reasoned argument.

- f) Develop and employ a wide-ranging vocabulary appropriate for the argument's rhetorical purposes.
- 6) Demonstrate effective research and information literacy skills.
- a) Formulate a [manageable] research question.
 - b) Access appropriate sources.
 - c) Evaluate and analyze information for credibility and accuracy.
 - d) Synthesize information from a variety of sources and apply the synthesis to complex situations and problems.
 - e) Cite primary and secondary sources using appropriate documentation style such as MLA, Chicago Manual, APA, etc.