This course supports the assessments for English Composition I. The course covers 7 competencies and represents 3 competency units.

Introduction

Overview
This course introduces learners to the types of writing and thinking that are valued in college and beyond. Students will practice writing in several genres with emphasis placed on writing and revising academic arguments.

The course contains supporting media, articles, and excerpts to support a focus on one of five disciplinary threads (covering the topics of health professions, business, information technology, teaching, and literature, art, and culture) designed to engage students and welcome them into discussion about contemporary issues.

The course supports peer review, though it may be completed asynchronously. Instruction and exercises in grammar, mechanics, research documentation, and style are paired with each module so that writers can practice these skills as necessary.

Watch the following welcome video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Competencies
This course provides guidance to help you demonstrate the following 7 competencies:

- **Competency 126.1.1: Grammar, Sentence Structure, and Writing**
  The graduate applies appropriate grammatical rules, sentence structure, and writing conventions.

- **Competency 126.1.2: Rhetoric and Analyzing Writing**
  The graduate selects appropriate rhetorical strategies that improve writing and argumentation.

- **Competency 126.1.3: Writing Style, Citations, and Use of Sources**
  The graduate appropriately uses a given writing style.

- **Competency 126.1.4: Writing and Revision Process**
  The graduate uses appropriate writing and revision strategies.

- **Competency 126.1.5: Working with Sources**
  The graduate integrates credible and relevant sources into written arguments.

- **Competency 126.1.6: Narrative Writing**
  The graduate composes an appropriate narrative for a given context.

- **Competency 126.1.7: Argumentative Writing**
  The graduate composes an appropriate argumentative essay for a given context.
Learning Materials

The information in this section will help you succeed in this course.

Live Sessions
Cohorts and webinars are an excellent way to move quickly and effectively through Comp I. Check ?Announcements? and ?Course Tips? sections of this course for the most current information and times.

Visit our Live cohort and webinar calendar to find sessions that work for you.

Pacing Guide
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

Week 1 - The Narrative Essay

- Module 1
  - Complete and submit Task 1 to Taskstream

Week 2 - The Evaluation Essay

- Module 2
  - Complete and submit Task 2 to Taskstream

Week 3 - The Causal Analysis

- Module 3
  - Complete and submit Task 3 to Taskstream

Week 4 - The Proposal Essay

- Module 4
  - Complete and submit Task 4 to Taskstream

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Launch Your Course
The “Launch Course” button below will open the MindEdge Learning resource for the course. The links in the course of study will guide you to the specific parts of the learning resource that relate to the work you will be doing as you make your way through the course.
Launch Course

Assessment Prep

Review the information below before taking your assessment.

Performance Assessment

Composition I is focused on writing essays. After working through the activities and resources found in the MindEdge learning resource, you should be prepared to complete the four tasks associated with English Composition I.

To see instructions, rubrics, and list of topics and to submit tasks for evaluation, you will need access to Taskstream.

Originality Requirement

Turnitin.com is a web-based software that checks the originality of student work by comparing it to a database of digitized materials in journals, periodicals and books, webpages, and an archive of existing papers. The ultimate purpose is to help to ensure that the work submitted by students in courses at WGU is their own work and that source material is used correctly and cited to give credit to the original author. Review the What is an Originality Report? provided by WGU.

Every task that you submit to Taskstream is run through Turnitin.com, which generates an originality report that shows how much of your paper is quoted from sources (to which Turnitin has access) and also where those sources are located. This allows the evaluators to quickly and easily see that your paper is mostly your original creation and that, when you have used sources, you have properly cited them. If 30% or more of your paper closely matches sources in the Turnitin database, it will be sent back to you for originality issues and will not be evaluated for content until the originality issues have been addressed.

You can submit your paper to Turnitin.com to check for originality issues before submitting it to Taskstream. Review the information provided by WGU for help using Turnitin.com and interpreting the originality report.

Contact a course instructor if you have any questions about using Turnitin.com in Taskstream, or about originality issues, or your report, don’t hesitate to contact a Course Instructor.

The Narrative Essay - Task 1

Task 1 is a literacy narrative Essay of 750–1000 words. There are 4 topics listed in MindEdge from which you can choose.

MindEdge Module 1 focuses on the narrative essay. Appendix D will help you revise and finalize your essay.

You can find sample papers in Appendix C. MindEdge Appendix B is helpful for APA format.

Send your thesis statement to course instructors for review before you draft your essay. Course instructors are available seven days a week to answer your questions and offer help as needed.
The Evaluation Essay - Task 2
Task 2 is an evaluation essay of about 500–1000 words that responds to one of four required
topics listed in MindEdge. You must cite at least one credible source in this essay to support
your argument.

You should complete module 2 before beginning your essay. Appendix D will help you revise
and finalize your essay.

You can find sample papers in the Appendix C. MindEdge Appendix B is helpful for APA format.

Send your thesis statement to course instructors for review before you draft your essay. Course
instructors are available seven days a week to answer your questions and offer help as needed.

The Causal Analysis Essay - Task 3
Task 3 is a causal analysis essay of about 3–7 pages discussing the causes of a social,
political, or environmental problem of local, national, or global concern. You must cite least two
credible sources in this essay.

You should complete module 3 before beginning your essay. Appendix D will help you revise
and finalize your essay.

You can find sample papers in Appendix C. MindEdge Appendix B is helpful for APA format.

Send your thesis statement to course instructors for review before you draft your essay. Course
instructors are available seven days a week to answer your questions and offer help as needed.

The Proposal Essay - Task 4
Task 4 is a proposal essay of about 1000–1750 words with a required topic. In this essay, you
will discuss the significance of a problem and propose a solution. Use at least three credible
sources.

You should complete module 4 before beginning your essay. Appendix D will help you revise
and finalize your essay.

You can find sample papers in Appendix C. MindEdge Appendix B is helpful for APA format.

Send your thesis statement to course instructors for review before you draft your essay. Course
instructors are available seven days a week to answer your questions and offer help as needed.

Policies

Please review these important policies.

Accessibility Policy
Western Governors University recognizes and fulfills its obligations under the Americans with
Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western
Governors University is committed to provide reasonable accommodation(s) to qualified
disabled learners in University programs and activities as is required by applicable law(s). The
Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu.

Netiquette

Netiquette Guidelines

Online Netiquette: Guidelines for WGU Students These guidelines are a quick reference source for interacting with fellow students, mentors, and WGU staff. While these guidelines adhere to the standards outlined in the WGU Student Handbook, they are not meant as a replacement for the explicit information presented in the handbook.

Be professional and respectful:

- Be civil and kind in your interactions with others.
- Respond to important emails sent to you.
- Be cautious when using ALL CAPS (yelling), sarcasm, and humor.
- Be cautious when posting content (pictures, comments).
- Avoid forwarding spam or selling anything.
- Keep comments related to the topic.
- Be aware that mentors, students, and others live in different time zones.

Be short, concise, and readable:

- Use sans serif fonts (e.g., Arial, Helvetica) with a point size of 12 or higher.
- Use acronyms cautiously. For example, common acronyms such as FAQ and RSVP are fine; however, unknown acronyms like UCET or USOE should be spelled out.

Be credible:

- Cite references and sources such as web links, articles, books, etc., when possible.
- Re-read your emails to clarify and ensure it sends the intended “message.”

Be safe:

- Keep personal information private to avoid identity fraud.
- Keep other’s information private (WGU students, companies, etc.)