

## Equivalency Standards for English (Category 1)

The equivalency standards address 1) comparability of content, 2) level of learning material indicative of academic work (sample texts), and 3) extent of writing experience (minimum number of words).

### **English Composition I (3 credits)**

Prerequisites: Placement as determined by institution's placement procedures or successful completion of prior developmental course

#### Elements Identified as Essential for Comparable Courses

English I should focus on:

- Critical thinking, reading and analytical skills
  - Reflective written response to college-level texts
  - Development of language/communication skills for future college, career and interpersonal success
- Development of significant ideas
  - Thesis or purpose
  - Logical organization
  - Unity and coherence
- Clear and precise prose
  - Standard English usage, correct punctuation, grammar and spelling
- Sense of audience and purpose
- Multi-paragraph essays
  - Variety of rhetorical patterns, emphasizing exposition and argumentation
  - Minimum 3,000 words per semester (Quality of writing is the focus, but it is important that students have adequate time on task.)
- Writing as recursive process of pre-writing, drafting, editing, and revision
- Introduction to information literacy – students should be able to judge the scholarly value of information and understand there are databases for scholarly research
- Introduction to plagiarism
  - Recognition and handling of quotation, summary, and paraphrase

#### **Sample Texts**

1. Buscemi, Santi V., and Charlotte Smith. *75 Readings: An Anthology*. 10<sup>th</sup> ed. Boston: McGraw-Hill, 2007.
2. Dornan, Edward A. *The Brief English Handbook*. 8<sup>th</sup> ed. New York: Pearson/Longman, 2007.
3. Dornan, Edward A., and J. Michael Finnegan, eds. *The Longwood Reader*, 6<sup>th</sup> ed. New York: Pearson/Longman, 2006.
4. *English Composition Cornerstones: Readings for Writers*. New York: McGraw Hill, Primus, 2006.
5. Faigley, Lester. *The Brief Penguin Handbook*. New York: Longman, 2003.

**Pennsylvania Department of Education  
Transfer and Articulation Oversight Committee  
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6. Flachmann, Kim, and Michael Flachmann. *The Prose Reader: Essays for*
7. *Thinking and Writing*. 7<sup>th</sup> ed. New Jersey: Prentice Hall, 2005.
8. George, Diana, and John Trimbur. *Reading Culture: Contexts for Critical Reading and Writing*. 3<sup>rd</sup> ed. Longman, 1999.
9. Hacker, Diane. *Rules for Writers*. 4th ed. New York: Bedford/St. Martin's, 2001.
10. Harris, Muriel. *Prentice Hall Reference Guide*. 6<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall/Pearson, 2005.
11. Hirshberg. *Past to Present*. New Jersey: Prentice Hall,
12. Keeley, Stuart M. *Asking the Right Questions: A Guide to Critical Thinking*. 8<sup>th</sup> ed. Upper Saddle, NJ: Pearson/Prentice Hall, 2007.
13. Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 8th ed. New York: Bedford/St. Martin's, 2001.
14. Langan, John. *College Writing Skills*. 5<sup>th</sup> ed. New York: McGraw-Hill, 2000.
15. Langan, John, and Janet M. Goldstein. *English Brushup*. New York, NY: McGraw Hill, 2003.
16. Lunsford. *The Everyday Writer*. Bedford/St. Martin's
17. McWhorter, Kathleen. *Successful College Writing*. 2<sup>nd</sup> ed. Boston: Bedford/St. Martin's, 2003.
18. Nadell, Langan, and Comodromos. *The Longman Reader*. 7<sup>th</sup> ed.
19. Strunk, William, and E.B. White. *The Elements of Style*. 4<sup>th</sup> ed.: Allyn & Bacon, *The St. Martin's Guide to Writing*
20. Trimbur, John. *The Call to Write*. Brief 3<sup>rd</sup> ed. Boston: Allyn & Bacon/Pearson, 2004.
21. Troyka, Lynn Quitman, and Jerrold Nudelman. *Steps in Composition*. New York:
22. 7<sup>th</sup> ed. Prentice Hall, 1999.
23. Williams, Joseph, et al. *The Craft of Argument*. 2<sup>nd</sup>. Ed. New York: Longman, 2003. (Includes readings)