

**COMPETENCIES FOR FIRST-YEAR COMPOSITION (ENGLISH 1001 & 1002), California State University, Stanislaus**  
Revised 1998, 2002

First-Year Composition (FYC) satisfies your general-education requirement for written composition (Area A2). The University has set up general guidelines for the competencies you should work on in FYC, and the English Department has planned how instructors should generally go about working with you on those competencies; however, the specific instructional topics and techniques will vary from instructor to instructor. Instructors may also work on areas additional to the competencies. The University guidelines and the planning of the Department are expressed in this competency statement.

<b>Reading</b>	<ol style="list-style-type: none"> <li>1. read, paraphrase, and summarize showing relations among purpose, thesis, main points, and evidence</li> <li>2. clearly understand university-level texts (primarily non-fiction) by using various reading strategies</li> <li>3. distinguish between main ideas and supporting ideas in what you read</li> </ol>
<b>Genres</b>	<ol style="list-style-type: none"> <li>1. understand the parts of different kinds of writing and how those parts work together</li> <li>2. demonstrate complex thought using a variety of genres and collaborative writing</li> <li>3. engage in in-class writing</li> </ol>
<b>Context</b>	<ol style="list-style-type: none"> <li>1. understand that writing takes place in a situation/context, usually with an audience, a purpose, and a use for the writing</li> <li>2. respond to your audience's needs and preferences (including awareness of different levels of language for different readers)</li> <li>3. write for a variety of audiences, purposes, and uses—especially audiences other than yourself and your instructor</li> <li>4. carefully and respectfully review and comment on others' writings and, when appropriate, revise your own writing within the context of the assignment.</li> </ol>
<b>Development</b>	<ol style="list-style-type: none"> <li>1. maintain your focus on the topic (including focus on purpose)</li> <li>2. develop your ideas specifically and in-depth with valid evidence</li> <li>3. create a logical organization in your writings</li> <li>4. use and evaluate secondary sources (beyond dictionary or encyclopedia)</li> <li>5. understand the fair use of copyrighted materials in order to avoid plagiarism</li> <li>6. correctly use MLA documentation</li> </ol>
<b>Information Competence</b>	<ol style="list-style-type: none"> <li>1. create and select topics that are appropriate to your assignments</li> <li>2. formulate and state your critical questions and keywords to use in searching for information</li> <li>3. determine what kinds of information you will need to complete the assignment</li> <li>4. locate/retrieve relevant information</li> <li>5. communicate your writing through varied media (print, electronic, visual, aural, etc)</li> <li>6. understand the contexts of information including its intended audience, purpose, and use.</li> <li>7. understand techniques of presentation (including e.g. document design.); how can you go beyond plain text in ways that will help your readers understand your writing?</li> </ol>
<b>Control of Language</b>	<ol style="list-style-type: none"> <li>1. produce understandable sentences with no garbled syntax</li> <li>2. use varied types of sentences</li> <li>3. produce first-drafts and in-class writing with no major repetitive errors</li> <li>4. maintain a very low degree of error in work not done in a timed, pressure writing situation; this means that drafts of papers and final papers should be carefully proofread and edited as a final step before bringing to class or submitting to the instructor.</li> </ol>
<b>Self-assessment</b>	<ol style="list-style-type: none"> <li>1. critically reflect on your work done during the semester</li> <li>2. project goals for your future work on your development as a writer</li> </ol>