

COURSE SYLLABUS

Course Title:	Composition		Date submitted:	Spring 2016 (AAC: 16-25)	
Department:	Humanities				
Curriculum:	Writing				
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ENG*101	Prerequisites: C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101]		
	Course Type:	L			
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio		Elective Type:	E/G/HU/LAS	
	E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science		Credit Hours:	3	
	Developmental: (yes/no)		No	Corequisites: None	
	Lecture:		3		
	Clinical:		0		
	Lab:		0		
	Studio:		0		
	Other:		0		
Contact Hours:		TOTAL:	3		
Class Maximum:		24	Other Requirements: None		
Semesters Offered:		F/S/Su			
Catalog Course Description:	Composition focuses on the study and practice of writing in an academic community. The course develops skills in text-based writing and introduces college-level research. Students sharpen their ability to read, analyze, evaluate, and synthesize texts and ideas and to argue effectively in writing that exhibits an intended purpose and audience. Students will draft and revise essays that are focused, organized, developed, and written in clear, standard English.				
Topical Outline: List course content in outline format.	1. Complex Literacies of Reading and Writing <ol style="list-style-type: none"> a. Reading: Critical interpretation of texts <ol style="list-style-type: none"> 1. Analysis in historical and cultural contexts 2. Evaluation 3. Synthesis b. Writing: Critical interpretation of the writing task <ol style="list-style-type: none"> 1. Audience and purpose 2. Historical and cultural contexts 				

3. Language awareness (voice and tone)
2. The Writing Process: Critical Inquiry and Authority
 - a. The writing process
 1. Invention
 2. Drafting
 3. Editing
 4. Revising
 - b. The research process
 1. Primary sources
 2. Secondary sources
 3. Integration of source material
 - a. Direct quotation
 - b. Summary
 - c. Paraphrase
 - c. Establishing authority
 1. Finding and using resources
 2. Examining writer's own assumptions, knowledge, practices, and beliefs, as well as those of others
 3. Establishing a thesis and articulating and argument
 4. Supplying relevant and credible evidence to support claims
3. Mechanics
 - a. Paragraph organization
 1. Paragraphing: topic sentence with controlling idea, supporting details in subsequent sentences
 2. Achieving coherence and unity: sentence and paragraph organization, use of transitions
 - b. Sentence clarity
 1. Sentence effectiveness: grammar, syntax, punctuation
 2. Style: achieving appropriate level of formality through voice/tone, establishing fluency through sentence variety
 - c. Word choice
 1. Achieving clarity
 2. Eliminating redundancies
 3. Spelling and usage
 - d. Manuscript format
 1. Use of computers as a writing tool
 2. Consistent use of common documentation styles (MLA, APA, Chicago)

Outcomes:

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

Upon successful completion of this course, the student will be able to do the following:

COURSE:

1. interpret and evaluate complex texts
2. demonstrate a process of critical inquiry
3. write essays that articulate convincing arguments supported by authoritative evidence
4. clearly express ideas in writing through the effective use of standard English and documentation

PROGRAM: *(Numbering reflects Program Outcomes as they appear in the college catalog)*

	<p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>11. Written Communication - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p>Demonstrates: Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p>Does Not Demonstrate: Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> 1. students complete a minimum of three (3) major writing assignments, at least one of which demonstrates competence in all course objectives 2. at least two (2) of the major writing assignments are text-based and are at least 1200 words (four and one-half (4.5) pages approximate). 3. the total of the required revised work in the portfolio is no fewer than 4500 words (fifteen (15) pages approximate) in a standard manuscript format 4. Final assessment of satisfactory achievement will utilize departmental outcomes and will be based on the evaluation of a writing portfolio that meets departmental criteria.
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: None Desired: None</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>