Course Title: Composition Portfolio Revision Workshop

Date submitted: October 2016 (AAC: 16-34)

Department: Humanities
Curriculum: English

Course Code: (eg. ACC 101) ENG*105

Course Type: X

A: Clinical  B: Lab  D: Distance Learning
I: Individual/Independent  L: Lecture  N: Internship
M: Seminar  P: Practicum  U: Studio
X: Combined Lecture/Lab  Y: Combined Lecture/Lab
Clinical/Lab  Z: Combined Lecture/Studio

Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.

Elective Type: G

AH: Art History  E: English  FA: Fine Arts  G: General
HI: History  HU: Humanities  LA: Liberal Arts
FL: Foreign Language  M: Math  S: Science
SS: Social Science

Credit Hours: 1

Developmental: (yes/no) N
Lecture: .5
Clinical: 0
Lab: .5
Studio: 0
Other: 0
TOTAL: 1

Contact Hours:

Class Maximum: 12
Semesters Offered: Su/W

Prerequisites:
Completion of Composition (ENG*101) Portfolio Requirement*, recommendation of Composition instructor, and a grade of D+ in Composition.

*Three text-based essays, a reflection/cover letter, and the departmental timed essay

Corequisites:
None

Other Requirements:
Original (hard-copy) portfolio; electronic copies of all portfolio work

Ability Based Education (ABE) Statement
At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students’ success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.

Catalog Course Description:
Provides additional practice in applying Composition course abilities to portfolio essays. Allows students who earned a grade of D+ in Composition re-submit their portfolios at the end of the workshop instead of repeating the full-semester Composition course. The course emphasizes individualized instruction and conferencing with the instructor. Recommendation for this course is entirely at the discretion of the original Composition instructor, and is offered only with the clear
agreement on the student's part that enrolling in the course offers no guarantee whatsoever of raising his or her grade. Students must have completed the requirements for the Composition portfolio to be eligible for this workshop.

1. Self-assessment and review of student portfolio according to Composition Topical Outline (below)
2. Individualized plan to practice and apply Composition course abilities
3. Review models of effective writing
4. Review of student revisions for instructor and class feedback

Composition Topical Outline:

I. Complex Literacies of Reading and Writing
   A. Reading: Critical interpretation of texts
      i. Analysis in historical and cultural contexts
      ii. Evaluation
      iii. Synthesis
   B. Writing: Critical interpretation of the writing task
      i. Audience and purpose
      ii. Historical and cultural contexts
      iii. Language awareness (voice and tone)

II. The Writing Process: Critical inquiry and authority
   A. The writing process
      i. Invention
      ii. Drafting
      iii. Editing
      iv. Revising
   B. The research process – an overview
      i. Primary sources
      ii. Secondary sources
      iii. Integration of source material
         1. Direct quotation
         2. Summary
         3. Paraphrase
   C. Establishing authority
      i. Finding and using resources
      ii. Examining writer’s own assumptions, knowledge, practices, and beliefs, as well as those of others
      iii. Establishing a thesis and articulating an argument
      iv. Supplying relevant and credible evidence to support claims

III. Mechanics
   A. Paragraph organization
      i. Paragraphing: topic sentence with controlling idea, supporting details in subsequent sentences
      ii. Achieving coherence and unity: sentence and paragraph organization, use of transitions
   B. Sentence clarity
      i. Sentence effectiveness: grammar, syntax, punctuation
      ii. Style: achieving appropriate level of formality through voice/tone, establishing fluency through sentence variety
### C. Word choice
   i. Achieving clarity
   ii. Eliminating redundancies
   iii. Spelling and usage

### D. Manuscript format
   i. Use of computers as a writing tool
   ii. 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: (Outcomes for this workshop are the same as for Composition)

1. demonstrate a process of critical inquiry
2. interpret and evaluate complex texts
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)

### GENERAL EDUCATION:
(Numbering reflects General Education Outcomes as they appear in the college catalog)

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.
   
   **Demonstrates:** Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.
   
   **Does Not Demonstrate:** Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.

### Assessment will be based on the following criteria:
1. Students re-submit the final portfolio according to Composition requirements:
   a. students complete a minimum of three (3) major writing assignments, at least one of which demonstrates competence in all course objectives
   b. each major writing assignment is text-based and no fewer than four (4) pages and may be as many as ten pages in a standard manuscript format
   c. the total of the **required revised work in the portfolio** is no fewer than fifteen (15) pages in a standard manuscript format

   Final assessment of satisfactory achievement will utilize departmental outcomes and will be based on the evaluation of a writing portfolio that meets departmental criteria.

2. Instructor assesses portfolio using Composition course abilities and ability scores; Composition grade is adjusted if necessary

3. Student earns a “Pass/Fail” grade for the workshop based on submission of revised essays, homework, and quizzes.
**Instructional Resources:**
List library (e.g. books, journals, online resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.

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<th>Required: Computer lab</th>
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<td>Desired:</td>
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**Textbook(s)**
A *Writer’s Reference*, Hacker; *FAB*, Tunxis Composition Essays; other model essays selected by instructor