

# ENG 023, Introduction to College Composition 1

## Course Outcome Summary

### ENG 023 - Introduction to College Composition I (4 credits)

First-level developmental course designed to help students write 400 to 650-word essays on topics in various academic disciplines. Students are guided in developing a writing process that improves essay development, coherence, grammar, and punctuation. Prepares students for Introduction to College Composition II, a second-level foundation course. *4 lecture hours*

### Course Information

Organization	Mercer County Community College
Development Date	1/10/2007
Revised By	Amy Vondrak
Revised Date	3/1/2008
Course Number	ENG 023

### Textbooks

Elizabeth Cloninger Long. *Resources for Writers with Readings*. Longman. **Edition:** 2nd. **ISBN:** 032141481.

### Prerequisites

None.

### Exit Learning Outcomes

#### Core Abilities

- A. Communicate effectively in speech and writing, and demonstrate proficiency in reading.
  - Students will read, write, and listen actively, critically, and reflectively.
  - Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
  - Students will evaluate and revise their written and/or oral communication.
  - Students will write and speak clearly and effectively in formal American English.
  - Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.
- B. Use critical thinking and problem solving skills in analyzing information.
  - Students will distinguish among opinions, facts, and inferences.
  - Students will identify and critique underlying or implicit assumptions.
  - Students will thoughtfully evaluate diverse perspectives and alternative points of view.
  - Students will ask informed questions and make informed judgments.
  - Students will solve problems by applying discipline-appropriate methods and standards.
- C. Recognize, analyze and assess ethical issues and situations.
  - Students will identify ethical implications of an issue or a situation.

Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.

Students will integrate their knowledge, take a position on an ethical issue or a situation, and defend it with logical arguments.

- D. Use computers to access, analyze or present information, solve problems, and communicate with others.

Students will demonstrate proficiency in using major categories of computer software such as word processing, spreadsheet and presentation software.

Students will be proficient in using an interface and managing files.

Students will use email and communication software effectively and appropriately.

Students will use a web browser and search engines to seek information and will recognize types of information and sources.

Students will understand the impact of computers on society.

- E. Demonstrate interpersonal skills required for effective performance in group situations.

Students will demonstrate communication skills that promote effective function and interpersonal relations within group situations or settings.

Students will recognize and employ strategies and role-playing which encourage a productive and supportive group climate.

Students will employ aspects of reflective thinking to solve problems utilizing brainstorming and consensus within collaborative projects.

Students will identify leadership, task, maintenance and self-serving roles and their effect on group function.

## **General Education Outcomes**

- A. Goal 1. Communication. Students will communicate effectively in both speech and writing.
- B. Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- C. Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- D. Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.
- E. Goal 9: Ethical Reasoning and Action. Students will understand ethical issues and situations.

## **Competencies**

1. **Learn and practice prewriting strategies.**

### **Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

### **General Education Outcomes**

Goal 1. Communication. Students will communicate effectively in both speech and writing.

### **You will demonstrate your competence:**

o in class activities and writing assignments.

### **Your performance will be successful when:**

o you can make effective use of various brainstorming strategies: free writing, listing, clustering, mapping.

o you can organize/categorize the ideas you come up with.

o you can choose a few ideas to focus on and eliminate others.

- o you can continue to develop selected ideas.

**Learning Objectives**

- a. Use divergent thinking to brainstorm effectively.
- b. Use convergent thinking to group similar ideas, eliminate extraneous ideas, and develop a focused approach to an essay.
- c. Use reading notes, free writing, class discussion, listing, clustering, and other brainstorming techniques to develop ideas.

**2. Learn and practice drafting.**

**Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

**General Education Outcomes**

Goal 1. Communication. Students will communicate effectively in both speech and writing.

**You will demonstrate your competence:**

- o in class activities and writing assignments.

**Your performance will be successful when:**

- o you can produce several pages of raw writing.
- o you can write freely without focusing on "getting it right."

**Learning Objectives**

- a. Practice writing without worrying about grammar, spelling, etc.
- b. Practice developing ideas in sentences and paragraphs.
- c. Practice drafting more than the required number of words/pages.

**3. Learn and practice revision strategies.**

**Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

**General Education Outcomes**

Goal 1. Communication. Students will communicate effectively in both speech and writing.

**You will demonstrate your competence:**

- o in class activities and writing assignments.

**Your performance will be successful when:**

- o you understand the importance of multiple revisions.
- o you can organize your ideas.
- o you can eliminate ideas that don't fit.
- o you develop ideas in depth.
- o you can check that your details fit with your main idea.
- o you can evaluate your paragraphs and make sure that each one has a topic sentence, appropriate details, enough details, and a concluding/transition sentence.
- o you can evaluate your introduction and make sure it states your topic and main idea/thesis.
- o you can evaluate your conclusion and make sure it sums up your main idea.
- o you can proofread for grammar and spelling errors.
- o you can use spell-check.

**Learning Objectives**

- a. Learn global and local revision.
- b. Assess various parts of your essay: topic, thesis, topic sentences, details.
- c. Make sure that the essay is coherent, i.e. all the above part match and support each other.
- d. Eliminate unnecessary words and ideas.

- e. Reflect on the tone of your essay -- is it appropriate for your audience? Does it help express your ideas?
- f. Edit and proofread for grammar and spelling.
- g. Use spell check.

**4. Learn basic essay structure including introduction, thesis, body paragraphs, and conclusion.**

**Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

**General Education Outcomes**

Goal 1. Communication. Students will communicate effectively in both speech and writing.

**You will demonstrate your competence:**

- o in class activities and writing assignments.

**Your performance will be successful when:**

- o you understand the parts of an essay.
- o you understand the difference between main ideas and details.
- o you can sum up your main idea in a thesis statement.
- o you understand paragraph structure.
- o you understand the role of a conclusion.

**Learning Objectives**

- a. Understand that an introduction includes a topic, approach to the topic, and thesis statement.
- b. Understand that a thesis statement should have a topic and an idea about that topic.
- c. Understand paragraph structure.
- d. Understand that paragraphs should support the main idea.
- e. Understand approaches to writing a conclusion: ask thoughtful questions, restate the main ideas, return to a starting point, connect the essay with the larger world, reflect on a quote.

**5. Understand that a well-written paragraph contains a supporting point (topic sentence) and evidence to support that point.**

**Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

**General Education Outcomes**

Goal 1. Communication. Students will communicate effectively in both speech and writing.

**You will demonstrate your competence:**

- o in class activities and writing assignments.

**Your performance will be successful when:**

- o you understand the parts of a paragraph: topic sentence, details, concluding/transition sentence.
- o you understand the difference between a topic sentence and details.
- o you can write a topic sentence.
- o you can support a topic sentence with enough good details.
- o you can writing a concluding or transition sentence.

**Learning Objectives**

- a. draft and revise topic sentences that state a general point.
- b. brainstorm specific and sufficient details.
- c. use a strategy to organize details, such as order of importance or chronological order.

- d. use transition words and phrases.
- e. write a concluding or transition sentence.

**6. Write a thesis statement that includes a topic and a reasoned position.**

**Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

**General Education Outcomes**

Goal 1. Communication. Students will communicate effectively in both speech and writing.

**You will demonstrate your competence:**

- o in writing assignments and class activities.

**Your performance will be successful when:**

- o you can prewrite to develop a thesis statement.
- o you write a thesis statement that includes a topic and reasoned position.
- o you revise your thesis statement.

**Learning Objectives**

- a. draft several thesis statements.
- b. revise thesis statements.
- c. understand that a thesis statement should include a topic and an idea about the topic.
- d. write a thesis that is not too general nor too specific, nor a statement of fact.

**7. Use a computer to save, draft and revise.**

**Linked Core Abilities**

Use computers to access, analyze or present information, solve problems, and communicate with others.

**General Education Outcomes**

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**You will demonstrate your competence:**

- o by typing your essays with a word processing program.
- o saving your work.

**Your performance will be successful when:**

- o you can use the basic functions of a Word to type, spell check, and save your work.
- o you can save your work in several ways: to disk, portable USB drive, or email.

**Learning Objectives**

- a. Acquire basic knowledge of Word.
- b. Use email to save and send essays.

**8. Work in groups to develop ideas, discuss readings, brainstorm, draft, and revise essays.**

**Linked Core Abilities**

Demonstrate interpersonal skills required for effective performance in group situations.

**General Education Outcomes**

Goal 1. Communication. Students will communicate effectively in both speech and writing.

**You will demonstrate your competence:**

- o in class activities and writing assignments.
- o by participating as a member of a group on a project

**Your performance will be successful when:**

- o you are prepared for class.

- o you can listen to your colleagues.
- o you can ask good questions.
- o you make thoughtful contributions to a small-group discussion.
- o you can take notes on discussion.
- o you can facilitate discussion.
- o you can participate in peer review.
- o you make thoughtful comments on your classmates' work.
- o you can accept criticism.
- o you can stay on task
- o you can show respect for of other's ideas and opinions of others
- o group member helps the group reach consensus

**Learning Objectives**

- a. Cooperate with other students.
- b. Contribute to a group discussion or project.
- c. Collaborate effectively.

**9. Read, discuss, and write about texts from a variety of worldviews.**

**Linked Core Abilities**

Use critical thinking and problem solving skills in analyzing information.

**General Education Outcomes**

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**You will demonstrate your competence:**

- o in class activities and writing assignments.
- o by participating in the class

**Your performance will be successful when:**

- o you enter into class discussions
- o you offer questions or comments during class
- o you attend class regularly
- o you arrive for class on time
- o you listen attentively during class
- o you try to understand views and ideas different from your own.

**Learning Objectives**

- a. Question assumptions about other people.
- b. Develop schema for cultures other than one's own.
- c. Consider the ethical and moral dilemmas that arise in a multi-cultural society.

**10. Respond in writing in to a variety of readings using various formal and informal modes including personal narrative and exposition.**

**Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

**General Education Outcomes**

Goal 1. Communication. Students will communicate effectively in both speech and writing.

**You will demonstrate your competence:**

- o in writing assignments and class activities.

**Your performance will be successful when:**

- o you can understand the main ideas and details of a reading.
- o you can recognize how an author uses facts, tone, and figurative language to develop an idea.
- o you engage with readings from a variety of academic disciplines.
- o you can choose key points to respond to.
- o you can build your own original ideas in response to the reading.
- o you can writing in different modes such as personal narrative, exposition, critical analysis.

**Learning Objectives**

- a. Read across the disciplines.
- b. Understand the main ideas and details of readings.
- c. Choose key points to respond to.
- d. Write in different modes.

**11. Understand what plagiarism is, what the consequences are, and how to avoid it.**

**Linked Core Abilities**

Use critical thinking and problem solving skills in analyzing information.

**General Education Outcomes**

Goal 9: Ethical Reasoning and Action. Students will understand ethical issues and situations.

**You will demonstrate your competence:**

- o by not plagiarizing.

**Your performance will be successful when:**

- o you have read and understood the MCCC Academic Integrity Policy.

**Learning Objectives**

- a. Read and understand the MCCC Academic Integrity Policy.
- b. Begin learning that it is necessary to cite sources.

**12. Write in complete sentences that are mostly grammatically correct.**

**Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

**General Education Outcomes**

Goal 1. Communication. Students will communicate effectively in both speech and writing.

**You will demonstrate your competence:**

- o in writing assignments in and out of class.

**Your performance will be successful when:**

- o you can write complete sentences that are grammatically correct.

**Learning Objectives**

- a. Eliminate sentence fragments and run-on sentences.
- b. Correct grammatical errors.

**13. Accept responsibility for the demands of college life.**

**You will demonstrate your competence:**

- o through success in this class.

**Your performance will be successful when:**

- o you learn time management strategies.
- o you keep track of your assignments and grades.
- o you speak with your professor in his/her office hours.
- o you arrive on time and prepared for class.

- o you use the Learning Center.
- o you take notes using the Cornell, or a similar method.
- o you turn in work complete and on time.
- o you maintain an attitude of courtesy and respect to your classmates and teachers.
- o you contact your teacher if you must miss class.
- o you make up missed work.

**Learning Objectives**

- a. Learn how to balance school with other responsibilities.
- b. Learn how to seek help from professors when needed.
- c. Use the Learning Center.
- d. Meet with professors in office hours.
- e. Do not make excuses for not doing your work,
- f. Practice time management.

**14. Develop a plan for achieving academic goals.**

**You will demonstrate your competence:**

- o by writing an academic plan.

**Your performance will be successful when:**

- o you make short-term and long-term goals.
- o you consider how to reach your goals.
- o you take steps toward the completion of your goals.
- o you understand obstacles, including those you control, and those you cannot control.
- o you brainstorm ways to overcome obstacles.
- o you test strategies for success.

**Learning Objectives**

- a. Set long and short term goals.
- b. Consider obstacles to those goals.
- c. Brainstorm ways to overcome obstacles.
- d. Be motivated.