



COURSE OUTLINE

Course Number ENG 023	Course Title Introduction to College Composition I	Credits 4
Hours: Lecture/Lab/Other 4/0/0	Co- or Pre-requisite None	Implementation Semester & Year FA 2021

Catalog description:

Pre-college composition course designed to guide students in strategies for writing 500-750 word academic essays that engage with text and build new ideas. Focuses on using a reading process and a writing process to develop students' critical thinking, analysis of text, and essay development while supporting facility with college skills.

General Education
Category:
[Not GenEd](#)

Course coordinator:

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Required texts & Other materials:

The required text book is:

Isaacs, Emily, and Keohane, Catherine. Intersections: A Thematic Reader for Writers. Bedford/St. Martins. 2017. (ISBN: 978-1-319-00496-5)

Faculty are encouraged to supplement this text with additional resources. Suggested additional resources are made available to instructors through the ENG 023/024 Teachers Blackboard shell. Teachers may also select their own materials in collaboration with the coordinator.

Course Student Learning Outcomes (SLOs):

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

1. Reading Process (ILG 1, 8, 9, 10, 11)
Students will draw on their own knowledge to read and reflect on various types of texts and will analyze and share important ideas, facts, and arguments.
2. Writing Process (ILG 1, 4, 8, 9, 10, 11)
Students will use an iterative and integrated process of reading, annotating, discussing, planning, writing, and reflecting to draft and revise essays that develop and support their original ideas and arguments.

3. Developing Learning Strategies (ILG 1, 4, 9, 10, 11)
Students will reflect on their progress, the work of peers, and teacher feedback to improve their reading, writing, and thinking strategies, and to select strategies appropriate to different types of texts or academic tasks.
4. Building Knowledge/Synthesizing (ILG 1, 4, 8, 9, 10, 11)
Students will use their existing knowledge to make connections between their ideas, those discussed in class, and those in course texts, to produce new thinking.
5. Integrating learning. (ILG 1, 4, 9, 10, 11)
Students will integrate reading and writing strategies into their ongoing academic practices and build facility and utilization with new vocabulary and specialized terminology.
6. Becoming a Student (ILG 1, 4, 9, 10, 11)
Students will gain facility with tasks associated with becoming a college student and build a sense of agency regarding life possibilities in areas such as their academic paths, careers, and citizenship.

Course-specific Institutional Learning Goals (ILGs):

Institutional Learning Goal 1. Written and Oral Communication in English.

Students will communicate effectively in both speech and writing.

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

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcome(PLOs):

Although the course is housed within the Liberal Arts Division, ENG 023 prepares students for all college level courses, not only those in Liberal Arts. Therefore it is mapped to Institutional Learning Goals and not Liberal Arts Program Learning Outcomes.

Units of study in detail – Unit Student Learning Outcomes:

Note: Because ENG 023 helps prepare students for all college course all units are conceptual and are based on the reading, writing, and college skills and knowledge developed in the course rather than sequential and based on discipline-specific content. Instructors will work on these concepts throughout the course in an iterative process in which students learn and practice with a series of writing assignments. These practices and concepts overlap and flow together as students grow throughout the semester. Content of Unit 6, “Becoming a Student” is not taught

as discreet skills but is made meaningful to students through integration in the other 5 units. Each unit ends at the end of the semester.

ENG 023 and ENG 024

These two levels of developmental composition have similar SLOs. The difference between the two courses is in the level of preparedness of entering students and the end goals of the class. By definition, ENG 023 students have the lowest placement criteria of all our students, and are in college for the first time or have previously failed the course. ENG 024 students may have successfully completed a semester of college or scored higher on placement criteria such as high school GPA or placement test score. Therefore, an ENG 023 class might use shorter readings, dedicate more time to understanding readings, and provide more granular support as students develop their reading and writing processes. Although many ENG 023 students can grow quickly and are expected to make significant progress, achieving college-level work is not a requirement to earn a C in ENG 023. ENG 024 students might move more quickly to an analysis and critique of challenging readings, use multiple readings in an essay, use synthesis to create new ideas, work more independently on developing and practicing their writing process, and must achieve college-level writing in order to pass. These differences are articulated in the learning objectives for each class, are included in other course documentation such as grading rubrics, and are communicated to instructors through sample assignments, sample graded student essays, and other curriculum documentation included in the ENG 023/024 Teachers Blackboard shell and well as through guidance from the coordinator.

1. Reading Process

Students will draw on their own knowledge to read and reflect on various types of texts, accessing and questioning important ideas, facts, and arguments. (SLO 1)

Learning objectives. The student will be able to...

- Draw on class discussion to recognize what they understand and what they do not understand in a text.
- Ask questions to improve their understanding of a text.
- Follow instructor modeling to build facility with new language and vocabulary.
- Annotate to engage with, respond to, and process ideas in a text.
- Ask basic questions to critique a text.
- Recognize a claim or main idea and evidence that supports it.
- Use assignments and activities to make connections between texts, as well as between texts and their own knowledge, ideas and experiences.
- Explore ideas different from their own.

Methods of Assessment: low stakes writing in response to reading, annotations, class discussion, discussion board posts, formal essays.

2. Writing Process

Students will use an iterative and integrated process of reading, annotating, discussing, planning, writing, and reflecting to draft and revise essays that respond to texts, and develop and support their original ideas and arguments. (SLO 2)

Learning objectives. The student will be able to...

- Read, annotate, and discuss texts to connect their prior knowledge with new knowledge about a topic relevant to our world.
- Complete scaffolded low stakes writing and revision assignments that try out new ideas and build to a college essay such as annotations, summaries, freewriting, outlines, drafts, and reverse outlines.
- Use standard academic essay structure, conventions of academic writing, organizational strategies, and transitions to logically order and clearly present their thinking.
- Use a revision process to evaluate and improve the thinking and writing in their essays.
- Reflect on their own and other students' writing to recognize strengths and weaknesses.
- Introduce, cite, and explain quotes using MLA format.
- Complete an essay that supports a position by engaging with texts and class content.

Methods of Assessment: scaffolded low stakes writing assignments leading to an essay draft, essay draft, revision assignments such as reverse outlines, annotations, class discussion, discussion board posts, formal essay.

3. Developing Learning Strategies

Students will reflect on their progress, the work of peers, and teacher feedback to improve their reading, writing, and thinking strategies, and to select strategies appropriate to different types of texts or academic tasks. (SLO 3)

Learning objectives. The student will be able to...

- Follow instructor guidance to utilize reading, annotation, and note taking strategies appropriate to different types of texts.
- Respond to texts and class discussion with different types of writing such as summary, critical/reader response, discussion board, and formal essay.
- Revise and rethink essay drafts incorporating peer and teacher feedback.
- Respond to other students' writing and ideas in discussion boards and class activities.

Methods of Assessment: variety of low stakes writing in response to different types of readings (e.g. analysis, opinion, textbook, infographic), graded annotations, class discussion, discussion board posts (where appropriate), revision strategies such as reverse outlining.

4. Building Knowledge/Synthesizing

Students will use their existing knowledge to make connections between their ideas, those discussed in class, and those in course texts, to produce new thinking and ideas. (SLO 4)

Learning objectives. The student will be able to...

- Access and value their own knowledge about the world and about topics discussed in class.
- Identify, understand, and reflect on key passages in course texts.
- Listen, respond to, and take notes on ideas presented in class.
- Engage with the ideas of other students.
- Use informal and formal writing to articulate connections between texts.

- Use informal and formal writing to share their own knowledge and ideas.
- Use effective internet search techniques, evaluate online information, and use online sources appropriately to inform and expand their thinking.

Methods of Assessment: low stakes writing in response to reading, annotations, class discussion, discussion board posts, formal essays.

5. Integrating learning.

Students will integrate reading and writing strategies into their ongoing academic practices and build facility and utilization with new vocabulary and specialized terminology. (SLO 5)

Learning objectives. The student will be able to...

- Choose strategies for reading, notetaking, drafting, and revision that fit their approach to learning as well as the needs of the assignment and text.
- Evaluate and adopt academic and life management techniques such as time management.
- Deploy new vocabulary and specialized terminology in writing and class discussion.

Methods of assessment:

Use of specialized terminology in class discussion and evaluation of writing; use of reading and writing strategies to complete assignments; attention to attendance and deadlines.

6. Becoming a Student

Students will gain facility with tasks associated with being a college student and will build a sense of agency regarding their roles as college students and regarding life possibilities in areas such as their academic paths, careers, long-term goals, and citizenship. (SLO 6)

Learning objectives. The student will be able to...

- Use word processing software to complete assignments, navigate Blackboard, and use Mercer email.
- Access college resources such as Success Coaching, tutoring, and Student Planning to support success in the course and progress to the next.
- Use faculty office hours.
- Write appropriate emails.

Methods of Assessment: class discussion, discussion board posts, academic and career planning.

Evaluation of student learning:

Methods of assessment suitable to each learning outcome are included above with each unit of study. Additional evaluations of student learning might be graded assignments such as essays, annotations, low stakes writing, or participation in class discussion. Other indications of growth might not be graded, but nevertheless are important to the instructor's understanding of student progress such as use of technologies like Word and Blackboard, management of tasks, self-reflection and attitude towards learning. Additional detail on major graded assignments is provided below.

Class discussion and discussion board posts: student engagement in class discussion in person, or virtually through discussion boards, demonstrates the extent to which students are:

- completing required work such as reading;
- engaging with and processing course material;
- using new language and ideas;
- developing necessary college skills such as coming to class on time and prepared.

Low stakes writing: Developmental students need opportunities to try out ideas, learn writing strategies, and make mistakes without being penalized. Low stakes writing assignments are designed to allow students an opportunity to engage with reading and writing tasks in which the focus is on developing thinking rather than getting a “right” answer. These assignments demonstrate the extent to which students are able to:

- understand, critique, and apply ideas from readings;
- work with aspects of the writing process such as essay planning;
- manage time and workload to complete assignments on time.

Low stakes writing assignments might include (but are not limited to): freewriting, reading notes/annotations, reading summaries, organizers for either readings or essay planning, reverse outlines.

Essays: Both essay drafts and completed essays are required. Essays are evaluated according to an approved rubric that sets standards for:

- development of ideas and engagement with text;
- essay structure and organization;
- quality of revision;
- readability/grammar.