

Western Technical College

10801136 English Composition I

Course Outcome Summary

Course Information

Description	This course is designed for learners to develop knowledge and skills in all aspects of the writing process. Planning, organizing, writing, editing and revising are applied through a variety of activities. Students will analyze audience and purpose, use elements of research, and format documents using standard guidelines. Individuals will develop critical reading skills through analysis of various written documents.
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	54

Textbooks

MindTap English Handbook – Access. Copyright 2016. Publisher: Cengage Learning. **ISBN-13:** 978-1-305-25972-0. Required.

Course Competencies

1. Establish document purpose.

Assessment Strategies

- 1.1. completing a variety of essays on an assigned topic designed to achieve a variety of purposes

Criteria

You will know you are successful when

- 1.1. you generate sufficient ideas to complete documents.
- 1.2. you recognize appropriate purpose for the type of document assigned.
- 1.3. you match purpose of document to the audience's need.

Learning Objectives

- 1.a. Distinguish the purposes for writing (informative, scientific, literary, exploratory, expressive, persuasive).
- 1.b. Explain the purpose for incorporating all parts of the rhetorical triangle into a writing task.
- 1.c. Explain the relevance of ideas to audience and purpose.
- 1.d. Apply the guidelines for writing purpose and choose the most appropriate purpose for a specific writing task.
- 1.e. Apply conventional standards of English usage, punctuation, and spelling.

2. Appraise audience.

Assessment Strategies

- 2.1. analyzing and identifying audience characteristics using a verbal or written mechanism
- 2.2. constructing a written product that adheres to audience specifications

Criteria

You will know you are successful when

- 2.1. you can explain the importance of knowing your audience when writing text.
- 2.2. you can identify the characteristics specific to audience types when determining the text to be created.
- 2.3. you can address the unique/special features of the audience when writing text.

Learning Objectives

- 2.a. Recognize the importance of knowing the target audience.
- 2.b. Associate the target audience's needs and wants as it relates to the writing task.
- 2.c. Characterize the importance of appealing to the logical and emotional needs of the audience.
- 2.d. Apply standards of English usage, punctuation, and spelling.

3. Organize document content.

Assessment Strategies

- 3.1. through written documents

Criteria

You will know you are successful when

- 3.1. you write a document suited to purpose and audience.
- 3.2. you include a distinct introduction, body and conclusion.
- 3.3. you reflect tone to purpose and audience of document.
- 3.4. you utilize appropriate transitions within a document.

Learning Objectives

- 3.a. Recognize the relationship between elements in a unified document.
- 3.b. Recognize a variety of strategies for arranging main ideas and supporting detail.
- 3.c. Recognize sufficient and relevant evidence/support.
- 3.d. Apply English usage according to conventional standards.

4. Differentiate essay parts.

Assessment Strategies

- 4.1. completing an analysis of essay parts
- 4.2. developing a written essay

Criteria

You will know you are successful when

- 4.1. you classify the elements common to each part of a well written essay.
- 4.2. you explain/describe the similarities and differences in each part of essays critiqued.
- 4.3. you include a topic sentence.
- 4.4. you include a clearly stated thesis.
- 4.5. you include paragraph unity with supporting details.
- 4.6. you include introduction, body, and conclusion paragraphs.
- 4.7. you include overall good organization of content.

Learning Objectives

- 4.a. Recognize the basic elements in each part of a five paragraph essay.
- 4.b. Compare and contrast the variations of essay parts for each type of essay studied.
- 4.c. Apply conventional standards of English usage, punctuation, and spelling.

5. Construct topic sentences.

Assessment Strategies

- 5.1. completing written documents

Criteria

You will know you are successful when

- 5.1. you include a topic sentence written using standard grammar, structure and punctuation.
- 5.2. you include a topic sentence that communicates the purpose and intent of each paragraph.
- 5.3. you include topic sentences that are clear and concise in their message.

Learning Objectives

- 5.a. Relate the importance of topic sentences for paragraph development.
- 5.b. Recognize the qualities of a good topic sentence.
- 5.c. Distinguish topic sentences or lack of topic sentences in other's writing.
- 5.d. Create topic sentence for own writing.
- 5.e. Apply conventional standards of English usage, punctuation, and spelling.

6. Devise thesis statements.

Assessment Strategies

- 6.1. completing a critique of thesis statements
- 6.2. completing a thesis statement for written document

Criteria

You will know you are successful when

- 6.1. you identify the key words that state the thesis.
- 6.2. you discriminate the characteristics of a thesis statement.
- 6.3. you adhere to standard rules of grammar and punctuation in your thesis statement.
- 6.4. you clearly communicate authors purpose in your thesis statement.

Learning Objectives

- 6.a. Recognize the purpose of a thesis statement in the development of a document.
- 6.b. Compare and contrast the differences and similarities between a "topic sentence" and a "thesis statement".
- 6.c. Create a thesis statement for own written documents.
- 6.d. Apply English usage according to conventional standards.

7. Compose various paragraph types: introductory, concluding, topical, and transitional.

Assessment Strategies

- 7.1. in classroom discussion, small-group, or individual work
- 7.2. by writing paragraphs as determined by your instructor

Criteria

You will know you are successful when

- 7.1. you identify the different types of paragraphs.
- 7.2. you adhere to standard rules of grammar and punctuation.
- 7.3. you integrate the different types of paragraphs into your writing.
- 7.4. you include sentences that depict intent and purpose.
- 7.5. you exhibit voice and tone appropriate for intended audience in your paragraph.
- 7.6. you exemplify a variety of techniques such as narration, description, classification, analysis, and definition.
- 7.7. you communicate your message in an organized progression of thoughts

Learning Objectives

- 7.a. Recognize the elements that characterize the types of paragraphs.
- 7.b. Incorporate the four types of paragraphs in a writing document.
- 7.c. Apply conventional standards of English usage, punctuation, and spelling.

8. Employ rhetorical strategies.

Assessment Strategies

- 8.1. completing written documents

Criteria

You will know you are successful when

- 8.1. you follow standards of grammar and punctuation.
- 8.2. you incorporate elements of the writing process.
- 8.3. you integrate a variety of techniques specified by the purpose of the essay.
- 8.4. you follow prescribed format of organization and paragraph development.
- 8.5. you illustrate type of exposition in written work.
- 8.6. you use language and style appropriate for audience.

8.7. you match the tone to purpose of essay.

Learning Objectives

- 8.a. Distinguish the characteristics associated with rhetorical patterns of development
- 8.b. Apply conventional standards of English usage, punctuation, and spelling.

9. Apply revision skills.

Assessment Strategies

- 9.1. in original development of written documents

Criteria

You will know you are successful when

- 9.1. you can defend your revision.
- 9.2. you base your revision on recognized improvements.
- 9.3. you include proofreading, editing, and rewriting areas needing rework.
- 9.4. you acknowledge revision steps as an essential part of successful essay development.

Learning Objectives

- 9.a. Appreciate the importance of revision in the writing process.
- 9.b. Recognize the weaknesses and strengths of one's own writing.
- 9.c. Incorporate revisions into a written document.
- 9.d. Use dictionary and thesaurus to improve word choice.
- 9.e. Apply conventional standards of English usage, punctuation, and spelling.

10. Prepare written documents.

Assessment Strategies

- 10.1. by completing a final document as assigned

Criteria

You will know you are successful when

- 10.1. you exhibit changes required.
- 10.2. your document contains a clear, well written thesis.
- 10.3. you include paragraph development that support the thesis.
- 10.4. you incorporate all elements of essay development for topic or purpose given.
- 10.5. you adhere to the MLA or APA guidelines.
- 10.6. you adhere to conventional standards of English usage, punctuation, and spelling.

Learning Objectives

- 10.a. Recognize the relationship between elements in a unified document.
- 10.b. Recognize a variety of strategies for arranging main ideas and supporting details.
- 10.c. Recognize sufficient and relevant evidence/support within a document.
- 10.d. Apply English usage according to conventional standards.

11. Establish critical reading skills.

Assessment Strategies

- 11.1. by writing a critique of published readings
- 11.2. by completing analysis of published readings

Criteria

You will know you are successful when

- 11.1. you accurately represent the main ideas.
- 11.2. you include an explanation of your personal opinion.
- 11.3. you include both positive and negative comments.
- 11.4. your personal opinion is specific.
- 11.5. you are well organized.
- 11.6. you are clear and concise.
- 11.7. you evidence correct grammar, punctuation, and spelling.
- 11.8. you include interpretation of the relationship of the thesis or topic to its supporting paragraphs in your critical reading analysis.

- 11.9. you accurately recognize the main message of the essay in your critical reading analysis.
- 11.10. you reflect the learners position on the effectiveness of the author's text critical reading analysis.
- 11.11. you reflect learner's ability to discern the essential elements of the author's works critical reading analysis.
- 11.12. your analysis is well organized.

Learning Objectives

- 11.a. Explain the importance of reading critically.
- 11.b. Identify the main pattern of written works.
- 11.c. Interpret or explain in one's own words, the main ideas and themes of an author's works.

12. Investigate information sources.

Assessment Strategies

- 12.1. completing an investigation project
- 12.2. you adhere to the timeline and format stipulated

Criteria

You will know you are successful when

- 12.1. you follow techniques for conducting searches using Internet or other electronic information sources.
- 12.2. you documented resources gathered using prescribed guidelines.
- 12.3. you examine the appropriateness of the resources using given set parameters.
- 12.4. you classify resources as primary and secondary for inclusion in paper.

Learning Objectives

- 12.a. Use accepted techniques to generate ideas for written work.
- 12.b. Use problem-solving tools and techniques.
- 12.c. Use sources appropriately through note-taking and documentation.
- 12.d. Apply conventional standards of English usage, punctuation, and spelling.

13. Integrate research techniques.

Assessment Strategies

- 13.1. completing research project

Criteria

You will know you are successful when

- 13.1. you include in-text citation to document sources.
- 13.2. you include researched sources documented using MLA or APA standards.
- 13.3. your techniques for conducting electronic searches for given topic are documented as a procedure for integration.
- 13.4. you examine the appropriateness of the resources used given set parameters.

Learning Objectives

- 13.a. Locate different sources for use in the writing process.
- 13.b. Examine the reliability of the sources.
- 13.c. Use an academic documentation technique (MLA or APA style) to cite sources.
- 13.d. Apply conventional standards of English usage, punctuation, and spelling.