

Washtenaw Community College Comprehensive Report

ENG 111 Composition I Effective Term: Winter 2018

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English/Writing

Discipline: English

Course Number: 111

Org Number: 11300

Full Course Title: Composition I

Transcript Title: Composition I

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Outcomes/Assessment

Rationale: Three-year syllabus review and Assessment Report

Proposed Start Semester: Winter 2018

Course Description: In this course, students will write effective academic essays using a variety of rhetorical patterns for various purposes and audiences. Reading materials serve as a basis for essays and classroom discussions. Students write both in-class and out-of-class essays. During the first week of class, students must demonstrate their writing proficiency. In order to pass with a "C" or better, students must demonstrate at least "C" level competency in documented essay writing by the end of the semester.

Course Credit Hours

Variable hours: Yes

Credits: 4

Lecture Hours: Instructor: 45 to 60 **Student:** 45 to 60

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 to 60 **Student:** 45 to 60

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

Corequisite

ENG 000

General Education

MACRAO

MACRAO English Comp

General Education Area 1 - Writing

Assoc in Applied Sci - Area 1

Assoc in Science - Area 1

Assoc in Arts - Area 1

Michigan Transfer Agreement - MTA

MTA English Comp

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Write an academic essay that incorporates research and documentation.

Assessment 1

Assessment Tool: Capstone essay

Assessment Date: Fall 2019

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score "C" level or better

Who will score and analyze the data: Departmental faculty

2. Critically assess appropriateness of sources for inclusion in research-based writing.

Assessment 1

Assessment Tool: Capstone essay

Assessment Date: Fall 2019

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score "C" level or better

Who will score and analyze the data: Departmental faculty

3. Demonstrate critical thinking through logical reasoning in academic essays.

Assessment 1

Assessment Tool: Capstone essay

Assessment Date: Fall 2019

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score "C" level or better

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Identify reasons that people write and value writing.
2. Use appropriate forms and strategies to address varied audiences and occasions.
3. Demonstrate an ability to question, explain, interpret, and evaluate the writing of others, as well as their own.
4. Demonstrate knowledge of prewriting techniques.
5. Formulate, develop, and support effective thesis statements.
6. Use a variety of organizational strategies.
7. Use appropriate conventions of style in establishing levels of formality and tone.
8. Write 4-7 polished final essays throughout the term, at least 40-50 pages, including rough and polished essays.
9. Use a variety of resources available for credible research and documentation.
10. Assess source material for validity.
11. Document sources using MLA style or another appropriate research documentation style.

New Resources for Course

Course Textbooks/Resources

Textbooks

- Ballinger, B.. *Curious Writer, Concise edition*, 5th ed. Longman, 2017
- Axelrod & Cooper; Hacker & Sommers. *The Concise Guide to Writing & Pocket Style Manual*, 7th ed. Boston: Bedford/St. Martin's , 2014
- Hacker & Sommers. *Pocket Style Manual*, Custom ed. Bedford/St. Martin's , 2017
- Clouse, B.. *Patterns for a Purpose*, 6th ed. McGraw-Hill, 2010

Manuals

- Zimmerman, T.. English 111 Writing Center Manual, Hayden McNeil, 08-20-2017

Periodicals

Software

Equipment/Facilities

Level I classroom

Off-Campus Sites

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Margaret Green</i>	<i>Faculty Preparer</i>	<i>May 24, 2017</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Jul 12, 2017</i>
Dean: <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Jul 13, 2017</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Sep 27, 2017</i>
Assessment Committee Chair: <i>Michelle Garey</i>	<i>Recommend Approval</i>	<i>Sep 28, 2017</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Oct 05, 2017</i>