COURSE INFORMATION FORM

DISCIPLINE: English  
COURSE TITLE: Composition and Reading 1

CR.HR. 3  LECT HR. 3  LAB HR.  CLIN/INTERN HR.  CLOCK HR.  

CATALOG DESCRIPTION

Focus on instruction in the composing process that includes exploration of ideas through reading, methods of writing development, and use of writing conventions. Instruction takes students from reflective expression to critical analysis through writing.

PREREQUISITES

English 30 with a minimum grade of a C, English 90 with a minimum grade of an S, or appropriate placement test score.

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)

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

1. Identify and accurately summarize the elements of an essay: thesis, main ideas, and supporting details.
2. Develop and support a thesis for different purposes and readers.
3. Employ the writing process, which includes invention, planning, drafting, and revision.
4. Demonstrate expressive, expository, and persuasive writing techniques using the principles of organization, unity, coherence, and theme development.
5. Use documentation principles in a piece of writing.
6. Demonstrate critical thinking skills.
7. Differentiate personal opinion and assumptions from others.
8. Use outside sources to synthesize ideas from multiple perspectives.
9. Draw informed conclusions from writings and observations.
10. Argue reasoned interpretations.
11. Critique one’s own writing and the writing of others.

GENERAL EDUCATION OUTCOMES (ESO)

Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

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<th>Outcomes</th>
<th>ESO</th>
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PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. 

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes may be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Five essays (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)
2. Assessment may be conducted by any combination of the following methods:
   - Locally developed quizzes and examinations (1, 5, 6, 7, 8, 9, 10)
   - Small groups/class discussion (1, 2, 4, 6, 7, 9, 10)
   - Oral, hypertext, or new media presentations (2, 3, 4, 5, 6, 7, 8, 9, 10)
   - Journals (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
   - In-class writing (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
   - Skill building exercises (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
   - Portfolios (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
   - Collaborative activities (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Writing process
   A. Invention
   B. Planning
   C. Drafting
   D. Interactive Conferencing
   E. Revising
   F. Editing

II. Essay development
   A. Audience, purpose, and tone
   B. Developing and supporting a main idea
   C. Organization principles
   D. Style and voice: writing more effective and varied sentences
   E. Language use

III. Narrative and descriptive writing

IV. Patterns of expository writing

V. Patterns of persuasive writing

VI. Analysis of readings
   A. Recognizing structure
   B. Identifying thesis

VII. Basic documentation principles
   A. Distinguishing source from self
   B. Integrating outside sources into one’s own writing