ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ENG 0920: Composition Development

Date: 03/2018

Credit Hours: 2

Prerequisite(s):   Placement is according to IVCC's placement instrument, Accuplacer; Sentence Skills score of 59-89 and a WritePlacer score of 4; a minimum reading score of 68 or an ACT reading subscore of 21 or successful completion of RED 0900.

Delivery Method: ☒ **Lecture**   **2 Contact Hours** (1 contact = 1 credit hour)

☐ **Seminar**   **0 Contact Hours** (1 contact = 1 credit hour)

☐ **Lab**   **0 Contact Hours** (2-3 contact = 1 credit hour)

☐ **Clinical**   **0 Contact Hours** (3 contact = 1 credit hour)

☐ **Online**

☐ **Blended**

Offered: ☒ **Fall**   ☒ **Spring**   ☐ **Summer**

IAI Equivalent –*Only for Transfer Courses*-go to *http://www.itransfer.org*:

CATALOG DESCRIPTION:

This required course is paired with English Composition I (ENG 1001) for students who meet the ENG 0920 prerequisites. The course provides supplemental instruction in college-level writing skills. Class activities support and complement the 1001 coursework as students gain confidence in themselves as writers, learn to navigate the college environment, and strengthen college-level writing skills. No college credit is given for this class.

GENERAL EDUCATION GOALS ADDRESSED
[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:
[Choose up to three goals that will be formally assessed in this course.]

☒ To apply analytical and problem solving skills to personal, social, and professional issues and situations.

☒ To communicate successfully, both orally and in writing, to a variety of audiences.

☐ To construct a critical awareness of and appreciate diversity.

☒ To understand and use technology effectively and to understand its impact on the individual and society.

☐ To develop interpersonal capacity.

☐ To recognize what it means to act ethically and responsibly as an individual and as a member of society.

☐ To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.

☐ To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:
[Outcomes related to course specific goals. See last page for more information.]
Upon completion of the course, the student will be able to:
1. Analyze their own writing process
    1.1 Engage in the metacognitive processes necessary to improve their writing, and examine the limitations and strengths of their writing style.
    1.2 Examine and understand the limitations and strengths of their writing process.
    1.3 Reflect on one's individual writing process to improve college-level writing skills.
2. Participate as a contributing member of a writing community.
    2.1 Understand feedback as an integral part of the writing process.
    2.2 Provide quality feedback to peers.
    2.3 Accept feedback from peers and the instructors.
    2.4 Make improvement to one's writing based on feedback and learning.
3. Understand the expectations of college readiness and the college environment.
    3.1 Utilize study strategies.
    3.2 Utilize college resources.
4. Understand grammar, punctuation, and mechanics.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS
[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	Analyze their own writing process
Second Goal	
To communicate successfully, both orally and in writing, to a variety of audiences.	Understand the expectations of college readiness and the college environment. Understand grammar, punctuation, and mechanics.
Third Goal	
To understand and use technology effectively and to understand its impact on the individual and society.	Understand the expectations of college readiness and the college environment.

COURSE TOPICS AND CONTENT REQUIREMENTS:

- The essay structure.
- The writing process.
- Peer review.
- Revision based on feedback and learning.
- College study strategies.
- Grammar, punctuation, and mechanics.

INSTRUCTIONAL METHODS:

- Reflective writing.
- Peer review.
- Small-group and whole-class discussion.
- Conferencing with instructor.
- Lecture.

INSTRUCTIONAL MATERIALS:

- Textbook or other assigned readings, as determined by the instructor.
- Classroom technology and internet access.
- Supplemental tools as deemed necessary.

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

- Instructor and student conferences.
- Regular attendance and participation.
- Formative and summative assessments of course work, including essay structure, writing process, and grammar.
- Credit earned for 0920 activities will be added to 1001 grade.
- Grades will be weighted or adjusted so that 0920 activities will contribute no more than 25% of the 1001 grade.
- 0920 students will earn a single course grade that will be recorded for both 1001 and 0920.
- 0920 students who do not successfully complete the course with a "C" or higher have the option to (1) retake 1001/0920, (2) enroll in 0900, or (3) retake the placement test.

OTHER REFERENCES
Bullock, et al, *The Little Seagull Handbook with Exercises*, 2017
Kirszner and Mandell, *Patterns for College Writing,* 2015
McWhorter, Kathleen, *Reflections Patterns for Reading and Writing,* 2013
Purdue, *http.//owl.english.purdue.edu/owl/*
Rambo, *www2.ivcc.edu/rambo*

Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	**Direct/ Indirect**	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Analyze their own writing process		X		X		X		X	X	X			X	X	X	X	X	X	X									X			X	X
Participate as a contributing member of a writing community.		X		X				X	X	X			X	X	X	X	X	X	X									X			X	X
Understand the expectations of college readiness and the college environment.		X		X		X		X	X	X			X	X	X	X	X	X	X									X			X	X

Review grammar, punctuation, and mechanics.				×			×		×	×	×		×	×	×	×	×	×	×								×			×	×