COURSE OUTLINE

DIVISION: English, Mathematics, Education
COURSE: ENG 0912 – Basic Composition II, Module III

Date: Nov. 4, 2016
Credit Hours: 1.0
Prerequisite(s): Successful completion of ENG 0911

Delivery Method:

☐ Lecture  0 Contact Hours (1 contact = 1 credit hour)
☐ Seminar  0 Contact Hours (1 contact = 1 credit hour)
☒ Lab     1 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:
Basic Composition II, Module III places emphasis on one specific mode of composition. It is the third module in a series of three modules; all three modules, Eng 0910, Eng 0911, and Eng 0912, must be successfully completed in order to satisfy the requirements for Basic Composition II. Students receive individualized and computer-aided instruction. Module III earns one hour of Illinois Valley Community College credit. It is not figured into the GPA and is evaluated on a grading system. Prerequisite: Successful completion of ENG 0911. Students taking a lab course must go to Room B-201 the first week to schedule class times.
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 appreciation for diversity
☐ To understand and use technology effectively and to understand its impact on the individual and society.
☐ To develop interpersonal capacity.
☐ To understand what it means to act ethically and responsibly as an individual in one’s career and as a member of society.
☐ To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
☐ To appreciate the ongoing values of learning, self-improvement, and career planning.

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. Generate topics for writing.
   1.1 Use a variety of prewriting techniques (freewriting, brainstorming, clustering, mapping, and journaling) to generate topics.
   1.2 Select and narrow a topic.

2. Write a well-developed paragraph.
   2.1 Develop a plan for a paragraph focused on one idea.
   2.2 Write a topic sentence.
   2.3 Support topic sentences with relevant, specific supporting details.
   2.4 Recognize and use transitional expressions.
   2.5 Write an effective concluding sentence.
   2.6 Understand the role of a paragraph within an essay.

3. Write a well-developed, organized essay.
   3.1 Select and narrow a topic.
   3.2 Write to a specific audience for a designated purpose.
   3.3 Develop a plan for the essay.
   3.4 Write a focused thesis statement.
   3.5 Understand the function of and the methods for developing an introductory paragraph.
   3.6 Support the thesis statement through unified and coherent body paragraphs.
   3.7 Understand the function of and the methods for developing a concluding paragraph.
   3.8 Strengthen the essay through editing and revising.
   3.9 Understand and use modes of composition.
   3.10 Learn how to avoid plagiarism

4. Engage in critical reading of fiction and nonfiction.
   4.1 Develop skills or strategies for reading fiction.
   4.2 Develop skills or strategies for reading nonfiction
COURSE TOPICS AND CONTENT REQUIREMENTS:
1. MLA format
2. Word processing all stages of the writing process
3. A study of the essay
4. Critical reading of select literature

INSTRUCTIONAL METHODS:
1. Assigned readings and exercises in the text
2. Individual conferences
3. Instructor evaluation of individual writing assignments
4. Use of rubrics for grading the essays
5. Computer-aided instruction
6. Optional use of classroom management system – Blackboard

INSTRUCTIONAL MATERIALS:
Textbooks used in Basic Composition II are at the discretion of the full-time faculty. Part-time faculty members are to use the designated textbook or petition the Dean of English, Mathematics, and Education for an alternative.

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:
Requirements:
• Regular attendance
• Timely completion of assignments
• Conference with an instructor
• In order to pass the class, 80% of the total points available must be earned.

Methods of Evaluation
• Textbook and online exercises
• Assigned readings
• Quizzes/tests
• Two required essays in mode of the instructor’s choice, such as, but not limited to narrative, compare/contrast, cause/effect, argument/persuasion, literary analysis, illustration, or process analysis
• Prewrite and plan essay
• Essay length: 3-4 full pages
• Revision of essay
• Portfolio

Grading Scale
A - 94-100
B - 87-93
C - 80-86
F - 79 and below

Instructors may require passing students to enroll in ENG 0909 for extra support with their ENG 1001 or ENG 1205 class. ENG 0909 can be taken prior to or concurrently with the next English class.
OTHER REFERENCES
Anker, Real Essays, 5th ed. 2015
Beason and Lester, A Commonsense Guide to Grammar and Usage, 7th ed. 2015
Coburn, Style Book, 2010
Kirszner and Mandell, Writing First, 6th ed. 2015
Langan, English Skills with Readings, 9th ed. 2015
Langan, Sentence Sense, 9th ed. 2011
### Course Competency/Assessment Methods Matrix

<table>
<thead>
<tr>
<th>ENG 0912 – Basic Composition II, Module III</th>
<th>Assessment Options</th>
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<tbody>
<tr>
<td>Assessment of Student Learning</td>
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<td>Article Review</td>
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<td>Case Studies</td>
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<td>Group Projects</td>
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<td>Lab Work</td>
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<td>Oral Presentations</td>
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<td>Pre-Post Tests</td>
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<td>Quizzes</td>
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<td>Written Exams</td>
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<td>Artifact Reflective of Growth</td>
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<td>Capstone Projects</td>
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<td>Comprehensive Written Exit Exam</td>
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<td>Comprehensive Written Questions</td>
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<td>Course Embedded Projects</td>
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<td>Observation</td>
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<td>Writing Samples</td>
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<td>Portfolio Evaluation</td>
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<td>Real World Projects</td>
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<td>Reflective Journals</td>
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<td>Applied Application (skills) Test</td>
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<td>Oral Exit Interviews</td>
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<td>Accreditation Reviews/Reports</td>
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<td>Advisory Council Feedback</td>
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<td>Employer Surveys</td>
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<td>Graduate Surveys</td>
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<td>Licensing Exam</td>
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<td>In Class Feedback</td>
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<td>Simulation</td>
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<td>Interview</td>
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<td>Written Report</td>
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<td>Assignment</td>
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</tbody>
</table>

#### Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.

<table>
<thead>
<tr>
<th>Direct/Indirect</th>
<th>1. Generate topics for writing.</th>
<th>X</th>
<th>X</th>
<th>X</th>
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<tbody>
<tr>
<td></td>
<td>2. Write a well-developed paragraph.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>3. Write well-developed, organized essays.</td>
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<td>4. Engage in the critical reading of fiction and nonfiction.</td>
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Curriculum Committee – Course Outline Form Revised 06/21/16
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