

M: Course Objectives / Learning Outcomes:**I. General Objectives**

The aim of this course is to assist students to develop their skills both as readers and as writers of academic prose.

II. Specific Objectives**A. Reading Objectives: Successful students should learn to**

1. read source material **actively and critically**;
2. distinguish main from supporting points;
3. distinguish statements that require evidence, statements that require explanation, and statements of fact requiring documentation;
4. identify and assess the validity of thesis statements derived from a written source;
5. assess the effectiveness of a thesis statement's development;
6. paraphrase and summarize readings accurately and appropriately.

B. Writing Process Objectives: Successful students should learn to

1. make specific written observations on and critical responses to assigned readings;
2. use pre-writing techniques such as brainstorming and outlining;
3. revise drafts effectively:
 - a. read critically and respond effectively to their own written work by editing drafts;
 - b. read critically and respond effectively to constructive critical commentary on their written work by making changes in drafts and making general improvements from assignment to assignment;
 - c. read critically and provides constructive comment on essays written by other students in the class.

C. Content, Organization and Style Objectives:

1. Content: Successful students should learn to
 - a. write a significant thesis, appropriate to the audience;
 - b. develop the thesis effectively, providing evidence that is relevant, accurate, specific, and sufficient;
 - c. provides appropriate introductions and contexts for the evidence.
2. Organization: Successful students should learn to
 - a. write essays whose development is controlled by a thesis;
 - b. use patterns of organization, such as comparison/contrast and definition, appropriately and effectively;
 - c. employ effectively introductions and conclusions that are appropriate to the audience;
 - d. writes unified, coherent paragraphs, whose development is governed by a topic sentence.
3. Style: Successful students should learn to
 - a. employ diction and tone, suitable to written academic discourse;
 - b. employ grammar and syntax suitable to written academic discourse;
 - c. document sources according to a current documentation system, such as presented in the MLA Handbook;
 - d. formats the essay in a recognized style, such as presented in the MLA Handbook.

N: Course Content:

1. An assigned body of reading
2. Assigned peer papers
3. Exercises
4. Writing assignments
5. The rhetoric and conventions of academic composition

O: Methods of Instruction:

(Some or all of the following methods will be used.)

1. Interviews
2. Lecture/Discussion
3. Library Work
4. Group Work
5. Instructor feedback on students' written work

P: Textbooks and Materials to be Purchased by Students:

The following reading is required:

- an assigned body of reading, either a text and/or portions of a text or reproduced materials

In addition, the following may be required:

- a grammar handbook
- a style handbook
- a composition text
- a dictionary

Q: Means of Assessment:

A minimum of three academic essays, typically ranging from 500 to 1500 words, each with a minimum of an introductory paragraph, a concluding paragraph, and at least two body paragraphs, will account for a minimum of 60% of the course grade. There will be at least three other evaluations, such as paragraph exercises, editing exercises, short tests, and summaries. At least 15% of the course grade will be based on in-class writing.

Writing Competency Bar:

A student must achieve a grade of C- or better upon first submission of at least one required essay in order to achieve a grade of better than P in any university-transfer English course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

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