

Course Outcome Guide (COG)

Course:	ENGL 110: College Composition I	Credits:	3	Instructor:	
Course Description:	Prerequisite: ACT/COMPASS passing scores or satisfactory completion of ASC 087. First course in sequence. Inventing, planning, drafting, writing, and revisiting different essay types for a variety of audiences and a variety of contexts. Close reading and analysis. Introduction of finding and evaluating information. Collaborative invention and revision techniques. Fall, Spring, Summer				
Concepts and Issues	Process Skills	Assessment Tasks	Intended Outcomes		
			Course	General Education or Program	Institutional
<ul style="list-style-type: none"> • Stages of writing process • Rhetorical situation • Edited Standard Written English • Language study • Style • Purposes for writing • Different forms/genres • Peer editing • Intellectual property • Academic honesty • Plagiarism • Collaboration • Learning community • Respect • Primary/Secondary source material 	<ul style="list-style-type: none"> • Express ideas through effective writing. • Use the stages of the writing process to develop, organize, and present ideas in writing. • Analyze the demands and possible strategies of a writing task. • Demonstrate competent College Composition I writing through finished writing that meets the demands of the rhetorical situation. • Read at a level that allows students to participate in collegiate studies and chosen careers • Evaluate written work • Use information resources effectively (albeit at a basic level) • Work collaboratively with others • (See more from NDUS Common Course: link) 	<p>In each ENGL 110 course, students will complete a capstone project. Each course syllabus will identify this assignment. This project will involve the following requirements:</p> <ol style="list-style-type: none"> 1. A minimum of two audiences and two separate genres relevant to the nature of the project. Example: Student wants to change public opinion on an issue: she writes a letter-to-the-editor as well as a formal argument to an academic community. 2. A specific purpose 3. Some element of collaboration (at any point in the process) 4. Student reflection of the project process. 5. Text analysis of student drafts or outside documents relevant to the capstone topic. 6. Use of common rubric: http://www.aacu.org/value/rubrics/pdf/WrittenCommunication.pdf 	<ul style="list-style-type: none"> • Students will be able to write in different essay types or genres for a variety of audiences and in a variety of contexts. • Students will demonstrate invention, planning, drafting, and revising. • Students will be able to analyze what is read. • Students will be able to find and evaluate information resources, then integrate and acknowledge sources in their writing. • Students will be able to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings. 	<ul style="list-style-type: none"> • Students will demonstrate effective communication skills. 	<ul style="list-style-type: none"> • Students will demonstrate effective communication skills.