

# COURSE SYLLABUS

<b>Course Title:</b>	Composition Portfolio Revision Workshop		<b>Date submitted:</b>	October 2016 (AAC: 16-34)
<b>Department:</b>	Humanities			
<b>Curriculum:</b>	English			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	ENG*105	<b>Prerequisites:</b>	
	<b>Course Type:</b>	X	Completion of Composition (ENG*101) Portfolio Requirement*, recommendation of Composition instructor, and a grade of D+ in Composition. *Three text-based essays, a reflection/cover letter, and the departmental timed essay	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio			
	<b>Elective Type:</b>	G	<b>Corequisites:</b>	
	AH: Art History E: English FA: Fine Arts G: General HI: History HU: Humanities LA: Liberal Arts FL: Foreign Language M: Math S: Science SS: Social Science		None	
	<b>Credit Hours:</b>	1		
	<b>Developmental:</b> (yes/no)	N		
	Lecture:	.5		
	Clinical:	0		
	<b>Contact Hours:</b>	Lab:	.5	
Studio:		0		
Other:		0		
TOTAL:		1		
<b>Class Maximum:</b>	12	<b>Other Requirements:</b>		
<b>Semesters Offered:</b>	Su/W	Original (hard-copy) portfolio; electronic copies of all portfolio work		
<b>Ability Based Education (ABE) Statement</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
<b>Catalog Course Description:</b>	Provides additional practice in applying Composition course abilities to portfolio essays. Allows students who earned a grade of D+ in Composition re-submit their portfolios at the end of the workshop instead of repeating the full-semester Composition course. The course emphasizes individualized instruction and conferencing with the instructor. Recommendation for this course is entirely at the discretion of the original Composition instructor, and is offered only with the clear			

	<p>agreement on the student's part that enrolling in the course offers no guarantee whatsoever of raising his or her grade. Students must have completed the requirements for the Composition portfolio to be eligible for this workshop.</p>
<p><b>Topical Outline:</b> List course content in outline format.</p>	<ol style="list-style-type: none"> <li>1. Self-assessment and review of student portfolio according to Composition Topical Outline (below)</li> <li>2. Individualized plan to practice and apply Composition course abilities</li> <li>3. Review models of effective writing</li> <li>4. Review of student revisions for instructor and class feedback</li> </ol> <p>Composition Topical Outline:</p> <ol style="list-style-type: none"> <li>I. Complex Literacies of Reading and Writing       <ol style="list-style-type: none"> <li>A. Reading: Critical interpretation of texts           <ol style="list-style-type: none"> <li>i. Analysis in historical and cultural contexts</li> <li>ii. Evaluation</li> <li>iii. Synthesis</li> </ol> </li> <li>B. Writing: Critical interpretation of the writing task           <ol style="list-style-type: none"> <li>i. Audience and purpose</li> <li>ii. Historical and cultural contexts</li> <li>iii. Language awareness (voice and tone)</li> </ol> </li> </ol> </li> <li>II. The Writing Process: Critical inquiry and authority       <ol style="list-style-type: none"> <li>A. The writing process           <ol style="list-style-type: none"> <li>i. Invention</li> <li>ii. Drafting</li> <li>iii. Editing</li> <li>iv. Revising</li> </ol> </li> <li>B. The research process – an overview           <ol style="list-style-type: none"> <li>i. Primary sources</li> <li>ii. Secondary sources</li> <li>iii. Integration of source material               <ol style="list-style-type: none"> <li>1. Direct quotation</li> <li>2. Summary</li> <li>3. Paraphrase</li> </ol> </li> </ol> </li> <li>C. Establishing authority           <ol style="list-style-type: none"> <li>i. Finding and using resources</li> <li>ii. Examining writer's own assumptions, knowledge, practices, and beliefs, as well as those of others</li> <li>iii. Establishing a thesis and articulating an argument</li> <li>iv. Supplying relevant and credible evidence to support claims</li> </ol> </li> </ol> </li> <li>III. Mechanics       <ol style="list-style-type: none"> <li>A. Paragraph organization           <ol style="list-style-type: none"> <li>i. Paragraphing: topic sentence with controlling idea, supporting details in subsequent sentences</li> <li>ii. Achieving coherence and unity: sentence and paragraph organization, use of transitions</li> </ol> </li> <li>B. Sentence clarity           <ol style="list-style-type: none"> <li>i. Sentence effectiveness: grammar, syntax, punctuation</li> <li>ii. Style: achieving appropriate level of formality through voice/tone, establishing fluency through sentence variety</li> </ol> </li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>C. Word choice             <ul style="list-style-type: none"> <li>i. Achieving clarity</li> <li>ii. Eliminating redundancies</li> <li>iii. Spelling and usage</li> </ul> </li> <li>D. Manuscript format             <ul style="list-style-type: none"> <li>i. Use of computers as a writing tool</li> <li>ii. Consistent use of common documentation styles (MLA, APA, Chicago)</li> </ul> </li> </ul>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b> (Outcomes for this workshop are the same as for Composition)</p> <ul style="list-style-type: none"> <li>1. demonstrate a process of critical inquiry</li> <li>2. interpret and evaluate complex texts</li> <li>3. write essays that articulate convincing arguments supported by authoritative evidence</li> <li>4. clearly express ideas in writing through the effective use of standard English and documentation</li> </ul> <hr/> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <hr/> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p><b>11. Written Communication</b> - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p><b>Demonstrates:</b> Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p><b>Does Not Demonstrate:</b> Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <ul style="list-style-type: none"> <li>1. Students re-submit the final portfolio according to Composition requirements:             <ul style="list-style-type: none"> <li>a. students complete a minimum of three (3) major writing assignments, at least one of which demonstrates competence in all course objectives</li> <li>b. each major writing assignment is text-based and <b>no fewer than four (4) pages</b> and may be as many as ten pages in a standard manuscript format</li> <li>c. the total of the <b>required revised work in the portfolio</b> is no fewer than fifteen (15) pages in a standard manuscript format                 <ul style="list-style-type: none"> <li>Final assessment of satisfactory achievement will utilize departmental outcomes and will be based on the evaluation of a writing portfolio that meets departmental criteria.</li> </ul> </li> </ul> </li> <li>2. Instructor assesses portfolio using Composition course abilities and ability scores; Composition grade is adjusted if necessary</li> <li>3. Student earns a “Pass/Fail” grade for the workshop based on submission of revised essays, homework, and quizzes.</li> </ul>

<b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.	<b>Required:</b> Computer lab <b>Desired:</b>
<b>Textbook(s)</b>	<i>A Writer's Reference</i> , Hacker; <i>FAB</i> , Tunxis Composition Essays; other model essays selected by instructor