# COURSE SYLLABUS

| Course Title: | Portfolio Workshop for Intro to College English | **Date submitted:** | December 2014 (AAC: 15-01) |
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| **Department:** | Academic Strategies | | |
| **Curriculum:** | English | | |

<table>
<tr><td rowspan="2"><strong>Course Descriptors:</strong><br>Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.</td><td><strong>Course Code:</strong> (eg. ACC 101)</td><td>CSS-099</td><td colspan="2"><strong>Prerequisites:</strong></td></tr>
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**Course Type:** L

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

**Prerequisites:** Recommendation of Introduction to College English (ENG*096) faculty

**Elective Type:** N/A

AH: Art History  E: English  FA: Fine Arts  G: General
HI: History  HU: Humanities  LAS: Liberal Arts & Sciences
FL: Foreign Language  M: Math  S: Science
SS: Social Science

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| **Credit Hours:** | 1 | **Corequisites:** |
| **Developmental:** (yes/no) | No | |
| Lecture: | 1 | |
| Clinical: | 0 | |
| **Contact Hours:** Lab: | 0 | None |
| Studio: | 0 | |
| Other: | 0 | |
| TOTAL: | 1 | **Other Requirements:** |
| **Class Maximum** | 10 | Pass/Fail |
| **Semesters Offered:** | Su/ W/F/S | |

| **Ability Based Education (ABE) Statement** | 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. |
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| **Catalog Course Description:** | Provides support for students who have submitted complete portfolios for Introduction to College English (ENG*096) that have not quite met the course abilities. This is a workshop for students who need additional time and practice to demonstrate the course abilities. Provides instruction in a lab setting to address Intro to College English skill areas. |
| **Topical Outline:** List course content in outline format. | A.  Understand course abilities and use the rubric<br>B.  Revise Essays<br>C.  Produce in-class writing assignments<br>D.  Independently use the reading and writing process to complete assignments.<br>E.  Reflect on acquisition of course abilities |

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| **Outcomes:**<br><span style="color:red">Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</span> | **Upon successful completion of this course, the student will be able to do the following:**<br>1. respond to rhetorical situations<br>2. use texts<br>3. craft logical arguments<br>4. apply language conventions<br>5. formulate effective writing strategies<br>6. reflect on the learning process and acquisition of abilities |
| | **PROGRAM:** *(Numbering reflects Program Outcomes as they appear in the college catalog)*<br>*N/A* |
| | **GENERAL EDUCATION:** *(Numbering reflects General Education Outcomes as they appear in the college catalog)* |
| **Evaluation:**<br><span style="color:red">List how the above outcomes will be assessed.</span> | **Assessment will be based on the following criteria:** Outcomes for this course are to be fully measured in a portfolio (assessed using measures outlined in Introduction to College English syllabus, restated below).<br><br>Student earns a "Pass/Fail" grade for the seminar based on submission of revised essays supporting the Introduction to College English portfolio.<br><br>The purpose of the portfolio is to assess whether or not you have learned the course abilities and are ready for work at the next level. You must compile a portfolio of work that demonstrates you have learned these abilities. The portfolio should contain **revised pieces only** and should include the following:<br>   1. **A self-assessment essay** discussing all course abilities – the abilities you feel you have learned, as well as the abilities on which you are still working. The essay must also reference all documents in the portfolio and how they display course abilities.<br>   2. **At least two major revised essays:** Must be thesis-driven, text-based essays in MLA style. Minimum requirements for Introduction to College English essays are <u>three to four pages using at least two sources</u>. Sources must be integrated into the paper using three different techniques: quote, paraphrase, and summary. Integration of sources means that there should be a signal or introductory statement leading into the source material, an interpretive sentence or two after it, and a statement that clearly connects the source to the writer's point.<br>   3. **In-Class Common Reading -- Assignment** |
| **Instructional Resources:**<br><span style="color:red">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.</span> | **Required:** Writing lab<br><br><br>**Desired:** None |
| **Textbook(s)** | Department approved textbook |