

# COURSE SYLLABUS

<b>Course Title:</b>	ST: Composition Seminar	<b>Date submitted:</b>	April, 2013 (AAC: 13-09)				
<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*298	<b>Prerequisites:</b>				
	<b>Course Type:</b>	M		Placement score and recommendation of CES advisor			
	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	<b>Credit Hours:</b>	1	None			
	<b>Developmental:</b> (yes/no)	N	<b>Other Requirements:</b>				
	<b>Contact Hours:</b>	Lecture:				1	None
		Clinical:				0	
		Lab:				0	
		Studio:				0	
		Other:				0	
<b>TOTAL:</b>	1	<b>Other Requirements:</b>					
<b>Class Maximum:</b>	18					None	
<b>Semesters Offered:</b>	F/S						
<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 embedded support for students in Composition. This course is to be taken with a designated section of Composition (ENG*101). A seminar for students whose placement measures indicate fairly strong reading skills and sentence-level writing competency but who need additional time and practice to bring these skills to college level. Provides instruction in a lab setting to address Composition skill areas.						
<b>Topical Outline:</b> List course content in outline format.	<ol style="list-style-type: none"> <li>I. Critical Inquiry <ol style="list-style-type: none"> <li>A. Practice brainstorming of critical questions in exploring complex topics</li> <li>B. Practice developing "working knowledge" of larger contexts through research of people, events, history, etc. in connection with an issue or text</li> <li>C. Extra time to complete graphics/charts that place perspectives in relation to</li> </ol> </li> </ol>						

	<p>one another, types of evidence/appeals, etc.</p> <ul style="list-style-type: none"> <li>D. Workshop examples of an essay in several stages of development/revision/editing</li> <li>E. Practice inquiry-driven revision to clarify meaning</li> </ul> <p>II. Interpretation of Complex Texts</p> <ul style="list-style-type: none"> <li>A. Practice literal comprehension strategies and reading process, effective annotation, and identification of types of evidence and support.</li> <li>B. Practice contextual reading of general vocabulary, jargon, allusions</li> </ul> <p>III. Argumentation</p> <ul style="list-style-type: none"> <li>A. Practice evaluation of arguments and evidence</li> <li>B. Practice use of rhetorical appeals</li> </ul> <p>IV. Sentence-Level Skills</p> <ul style="list-style-type: none"> <li>A. Practice use of transitions and more precise diction to clarify meaning</li> <li>B. Practice targeted editing: students work from list of their common errors and proofread once for each type of error</li> <li>C. Demonstrate how to research common sentence-level problems and use the information to aid in editing</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></p> <p>Since the seminar is paired with Composition, the abilities outlined here reflect the expected growth in the student’s abilities as part of the embedded support:</p> <ul style="list-style-type: none"> <li>1. demonstrate growth in process of critical inquiry</li> <li>2. demonstrate improved comprehension of complex texts</li> <li>3. demonstrate progress in articulating arguments supported by authoritative evidence</li> <li>4. demonstrate increased skill in the expression of ideas in writing through the effective use of standard English and documentation</li> </ul> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p>N/A</p> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></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> Outcomes for this seminar are to be fully measured in the Composition portfolio (assessed using measures outlined in Composition syllabus, restated below).</p> <p>Student earns a “Pass/Fail” grade for the seminar based on submission of revised essays, homework, and quizzes supporting the Composition portfolio.</p>

	<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 abilities.</li> <li>b. Each major writing assignment is text-based and 4-5 pages in length in a standard manuscript format.</li> <li>c. The total of the required revised work in the portfolio is no fewer than twelve (12) pages in a standard manuscript format.</li> </ul>
<p><b>Instructional Resources:</b></p> <p>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.</p>	<p><b>Required:</b> Writing lab</p> <p><b>Desired:</b></p>
<p><b>Textbook(s)</b></p>	<p><i>A Writer's Reference</i>, Hacker</p> <p>Choice of composition textbook as determined by department</p>