Course Title:	ST: Portfolio Revision Workshop	Date submitted:	March 5, 2013 (AAC: 13-04)
Department:	Humanities		
Curriculum:	English		

Course Descriptors:
Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.

Course Code: (eg. ACC 101) ENG*298

Course Type: X

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

Elective Type: G

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

Contact Hours:		
Credit Hours:	1	
Developmental: (yes/no)	N	
Lecture:	.5	
Clinical:	0	
Lab:	.5	
Studio:	0	
Other:	0	
TOTAL:	1	

Class Maximum:	12
Semesters Offered:	Su/W

Prerequisites:

Completion of Composition Portfolio Requirement*, recommendation of Composition instructor, no lower than D+ in Composition.

*Three text-based essays, a reflection/cover letter, and the departmental timed essay

Corequisites:

None

Other Requirements:

Original (hard-copy) portfolio; electronic copies of all portfolio work

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.

Catalog Course Description:

Provides additional practice in applying Composition course abilities to portfolio essays. Allows students who earned a D+ in Composition to 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 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.

1. Self-assessment and review of student portfolio according to Composition Topical Outline (below)
2. Individualized plan to practice and apply Composition course abilities
3. Review models of effective writing
4. Review of student revisions for instructor and class feedback

Composition Topical Outline:

Topical Outline:
List course content in outline format.

I.   Complex Literacies of Reading and Writing
    A. Reading: Critical interpretation of texts
        i. Analysis in historical and cultural contexts
        ii. Evaluation
        iii. Synthesis
    B. Writing: Critical interpretation of the writing task
        i. Audience and purpose
        ii. Historical and cultural contexts
        iii. Language awareness (voice and tone)

II.   The Writing Process: Critical inquiry and authority
    A. The writing process
        i. Invention
        ii. Drafting
        iii. Editing
        iv. Revising
    B. The research process – an overview
        i. Primary sources
        ii. Secondary sources
        iii. Integration of source material
            1. Direct quotation
            2. Summary
            3. Paraphrase
    C. Establishing authority
        i. Finding and using resources
        ii. Examining writer's own assumptions, knowledge, practices, and beliefs, as well as those of others
        iii. Establishing a thesis and articulating an argument
        iv. Supplying relevant and credible evidence to support claims

III.   Mechanics
    A. Paragraph organization
        i. Paragraphing: topic sentence with controlling idea, supporting details in subsequent sentences
        ii. Achieving coherence and unity: sentence and paragraph organization, use of transitions
    B. Sentence clarity
        i. Sentence effectiveness: grammar, syntax, punctuation
        ii. Style: achieving appropriate level of formality through voice/tone, establishing fluency through sentence variety
    C. Word choice

	i. Achieving clarity
	ii. Eliminating redundancies
	iii. Spelling and usage
	  D. Manuscript format
	      i. Use of computers as a writing tool
	      ii. Consistent use of common documentation styles (MLA, APA, Chicago)

Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.	**Upon successful completion of this course, the student will be able to do the following:** (Outcomes for this workshop are the same as for Composition) 1. demonstrate a process of critical inquiry 2. interpret and evaluate complex texts 3. write essays that articulate convincing arguments supported by authoritative evidence 4. clearly express ideas in writing through the effective use of standard English and documentation **PROGRAM:** *(Numbering reflects Program Outcomes as they appear in the college catalog)* **GENERAL EDUCATION:** *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

Evaluation:
List how the above outcomes will be assessed.
	Assessment will be based on the following criteria:
	1. Students re-submit the final portfolio according to Composition requirements:
	    a. Students complete a minimum of three (3) major writing assignments, at least one of which demonstrates competence in all course abilities.
	    b. Each major writing assignment is text-based and 4-5 pages in length in a standard manuscript format.
	    c. The total of the required revised work in the portfolio is no fewer than twelve (12) pages in a standard manuscript format.
	2. Instructor assesses portfolio using Composition course abilities and ability scores; Composition grade is adjusted if necessary
	3. Student earns a "Pass/Fail" grade for the workshop based on submission of revised essays, homework, and quizzes.

Instructional Resources: 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.	**Required:** Computer lab **Desired:**
Textbook(s)	*A Writer's Reference*, Hacker; *FAB*, Tunxis Composition Essays; other model essays selected by instructor