

2/19/2025

DATE

REQUIRED COURSE

ELECTIVE COURSE

HUM DIVISION

 NEW COURSE REVISION

# Lake Land College

## Course Information Form

COURSE NUMBER:	ENG-119	TITLE: (30 Characters Max)	Composition I Pathway								
SEM CR HRS:	4	Lecture:	3	Lab:	2	ECH:	5				
Course Level:	<input checked="" type="checkbox"/> Gen Ed / IAI <input type="checkbox"/> Baccalaureate / Non-IAI	<input type="checkbox"/> Career/Technical <input type="checkbox"/> Dev Ed/ Not in Degree Audit	Clinical Practicum:	0	Work-based Learning	0	WBL ECH:	0			
Course PCS & CIP:	11 - 23.1301		IAI Code:	C1 900		Contact Hours (Minutes/Week)					
Repeatable (Y/N):	N	Pass/Fail (Y/N):	N	Variable Credit (Y/N):	N	Min:	Max:	16 Wks	250	8 Wks	500
Prerequisites:	Must assess into ENG-007 or take ENG-005 with a minimum grade of "C"										
Catalog Description: (40 Word Limit)	Students will study the writing process by reading essays illustrating a variety of rhetorical strategies, analyzing texts and writing, revising and editing short essays. Course is for students who have assessed into developmental English, receiving supplemental instruction for course completion.										

List the Major Course Segments (Units)	Contact Lecture Hours	Contact Lab Hours	Clinical Practicum	Work-based Learning
1 Basics of the short essay	16	6		
2 Rhetorical purposes and strategies	16	4		
3 Revision	8	6		
4 Additional Readings	5	2		
5 Producing developed paragraphs for short essays	0	12		
<b>TOTAL</b>	<b>45</b>	<b>30</b>	<b>0</b>	<b>0</b>

### EVALUATION

QUIZZES	<input checked="" type="checkbox"/>	EXAMS	<input checked="" type="checkbox"/>	ORAL PRES	<input checked="" type="checkbox"/>	PAPERS	<input checked="" type="checkbox"/>
LAB WORK	<input type="checkbox"/>	PROJECTS	<input type="checkbox"/>	COMP FINAL	<input type="checkbox"/>	OTHER	<input checked="" type="checkbox"/>

### COURSE MATERIALS

TITLE:	Steps to Writing Well with Additional Readings	
AUTHOR:	Jean Wyrick	
PUBLISHER:	Cengage	
VOLUME/EDITION/URL:	11th edition	
COPYRIGHT DATE:	2022	ISBN-13: 978-1337899796

TITLE:	Readings for Writers	
AUTHOR:	Jo Ray McCuen-Metherell and Anthony C. Winkler	
PUBLISHER:	Cengage	
VOLUME/EDITION/URL:	15th edition	
COPYRIGHT DATE:	2016	ISBN-13: 978-1305087866 (paperback)

TITLE:	Keys for Writers	
AUTHOR:	Ann Raimes, Susan K Miller-Cochran	
PUBLISHER:	Wadsworth-Cengage	
VOLUME/EDITION/URL:	8th edition	
COPYRIGHT DATE:	2018	ISBN-10: 1305956753 / ISBN-13: 978-1305956759 (spiral)

MAJOR COURSE SEGMENT	HOURS	LEARNING OUTCOMES
Basics of the short essay	22	<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Select an appropriately narrowed topic.</li> <li>2. Define terms associated with composition.</li> <li>3. Identify a suitable intended audience.</li> <li>4. Identify and determine various roles of writers.</li> <li>5. Compose thesis statements.</li> <li>6. Produce topic sentences and body paragraphs.</li> <li>7. Compose effective titles.</li> <li>8. Examine strategies for drafting, revising and editing.</li> <li>9. Organize essays logically.</li> <li>10. Employ appropriate formatting for the writing situation.</li> <li>11. Develop clear and concise writing style.</li> <li>12. Write, in addition to formal assigned essays, an average of 250-500 words, per week.</li> <li>13. Write essays between 500-1,250 words.</li> </ol>

Rhetorical purposes and strategies	20	<ol style="list-style-type: none"> <li>1. Determine types of rhetorical situations and analyze formal strategies for addressing them.</li> <li>2. Select the appropriate rhetorical strategy for a given writing situation, using various invention.</li> <li>3. Apply rhetorical appeals when engaging in writing and reading as social practices and forms of communication.</li> <li>4. Analyze texts with various perspectives.</li> <li>5. Write collaboratively through group writing activities.</li> <li>6. Produce "on demand" or one-draft essays.</li> <li>7. Produce at least 16 pages of typed, formal writing using a variety of rhetorical strategies.</li> </ol>
Revision	14	<ol style="list-style-type: none"> <li>1. Identify specific types of surface-level errors.</li> <li>2. Identify and correct major errors in spelling, grammar and punctuation.</li> <li>3. Critique their own work's strengths, weaknesses and readability.</li> <li>4. Revise work for grammar and mechanics using available technologies.</li> <li>5. Critique the work of others.</li> </ol>
Additional readings	7	<ol style="list-style-type: none"> <li>1. Develop strategies to read critically.</li> <li>2. Select, evaluate and interpret a variety of sources and integrate the writer's ideas with those of the sources.</li> <li>3. Analyze textbook information regarding the writing process.</li> <li>4. Write summaries, analyses, critiques and responses to published and peer writings.</li> </ol>
Producing developed paragraphs for short essays	12	<ol style="list-style-type: none"> <li>1. Construct strong topic sentences.</li> <li>2. Differentiate between weak and strong transitions.</li> <li>3. Produce well developed body paragraphs.</li> <li>4. Develop robust introductions and conclusions.</li> </ol>
	75	

Outcomes*	At the successful completion of this course, students will be able to:
Course Outcome 1	Produce essays using a variety of rhetorical modes and strategies.
Course Outcome 2	Revise essays for content, organization, readability and mechanics.
Primary Laker Learning Competency	Communication: Students communicate through the exchange of information.
Secondary Laker Learning Competency	Creative Thinking & Problem Solving: Students think creatively to solve problems.

\*Course and program outcomes will be used in the software for outcomes assessment and should include at least 1 primary and 1 secondary Laker Learning Competency. Limit to 3-5.