

## JCC OFFICIAL COURSE OUTLINE

### Course number, title and credits; total time allocation

Course Letter/Number: ENG 090          Credits: 4          Title: Introduction to Writing  
Lecture/Discussion: 60 hrs/semester          Lab: N/A    Clinical: N/A

### Catalog Description and Pre- and Co-requisites (Same as taxonomy and catalog)

This is an intensive course for students who need supplementary help in writing. A personal approach helps students enhance their writing abilities, resolve writing problems, and explore writing strategies. An end-of-semester portfolio is required. *Pre-requisite: ENG 080*

### Introductory Knowledge, Skills and Abilities Students Develop in this Course (Educational Objectives)

*The following educational objectives reflect those outlined in Michigan's Common Core Curriculum Guide*

#### CRITICAL THINKING, READING, AND WRITING PROCESSES

##### Students will be able to:

1. Practice discipline-specific active reading strategies
2. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
3. Introduce a topic; organize complex ideas, concepts, and information according to specific academic genres and convention
  - a. extended definitions
  - b. concrete details
  - c. examples
  - d. quotations
4. Write narratives to develop real experiences or events using effective technique, well-chosen details, and well-structured event sequence
5. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole, with a particular tone and a clear resolution
6. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
7. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
8. Use appropriate, varied transitions and syntax to link the major sections of the text and create cohesion
9. Establish and maintain a formal style and objective tone, according to discipline-specific conventions
10. Provide a focused thesis with appropriate support for articulating implications or significance of topic
11. Conduct research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; and demonstrate understanding of the subject under investigation

#### RHETORICAL KNOWLEDGE AND CONVENTIONS

##### Students will be able to:

1. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
3. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters
4. Use domain-specific vocabulary to manage the complexity of the topic.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, for a specific purpose and audience
6. Practice correct grammar usage
7. Demonstrate communication skills such as listening carefully, respecting other viewpoints, sharing written work, and providing feedback in peer review groups

### **ELECTRONIC ENVIRONMENT**

#### **Students will be able to:**

1. Use Microsoft Word to compose, revise, and save documents
2. Use college learning management system
  - a. use technology, including the Internet
  - b. produce, publish, and update individual or shared writing products in response to ongoing feedback
3. Use digital searches effectively
  - a. gather relevant information from authoritative print and digital sources
  - b. assess the strengths and limitations of each source
  - c. integrate information into the text selectively to maintain the flow of ideas
  - d. avoid plagiarism
  - e. follow a standard format for documentation and citations

#### **Units/Topics of Developmental Instruction**

- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters
- Use domain-specific vocabulary to manage the complexity of the topic
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- Practice correct punctuation and grammar usage
- Demonstrate communication skills, such as listening carefully, respecting other viewpoints, sharing written work, and providing feedback in peer review groups

#### **Associate Degree Outcomes Addressed in this Course (These must appear in course syllabus.)**

ADO 1: Writing Clearly, Concisely, and Intelligibly (Developing)

ADO 9: Team Work (Developing)

#### **Developmental Instructional Techniques and Procedures**

- Writing as Process
- Active Learning Strategies
- Collaborative Group Activities and Writing
- Technology to Deliver Information in multi-modal formats
- Technology in Composition Activities
- Individual Writing
- Peer Review

## Units/Topics of Developmental Instruction

- Introducing and Practicing Writing Process and Strategies
  - Discovering, Focusing, Shaping, Revising, Editing
  - Style, Voice, Thesis, Organization, and Development
  - Use of Genre to Express Ideas
    - Narrative
    - Descriptive
    - Informative
    - Optional: Analytical
- Practicing Rhetorical Situations
  - Audience, Purpose, Context
- Developing Essay Structure and Grammar
- Introducing Researching
  - Defining Research Question
  - Developing a Research Plan
  - Finding and Assessing Sources
  - Integrating Research
  - Documenting and Citing Sources
- Portfolio Building

## Instructional Materials and Costs to Students

**Tuition and Fees** are subject to change by the Board of Trustees. Total costs are determined by tuition based on the number of billing contact hours, the student fee, and any course fees.

**Tuition** In 2015, the following published tuition is

Jackson County residents (in-district)	\$117
Out of County	\$161
Out of State & International	\$234
Senior citizens (65 and older)	Free

**Course Texts** are determined by LL&A Composition Workgroup and are used by all full and adjunct instructors.

### 2015-2016 Course Texts

<i>Evergreen</i> , 10 <sup>th</sup> Ed. by Susan Fawcett, WADSWORTH Cengage Learning, 2014	ISBN 978-1-133-94668-7
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Students may purchase the text through the JCC bookstore or online. There are three options for purchasing the texts through the bookstore. They are:

### 2015-2016 Text Book Purchasing Options and Costs

*Evergreen*, 10th Ed. by Susan Fawcett, WADSWORTH Cengage Learning, 2014. ISBN: 978-133-944668-7

<b>New</b>	<b>\$121.00</b>
<b>Used</b>	<b>\$90.75</b>
<b>New Rental (Hard Copy)</b>	<b>\$84.70</b>
<b>Used Rental (Hard Copy)</b>	<b>\$60.50</b>
<b>Digital Rental</b>	<b>\$35.49</b>

**Skills and abilities students should bring to the course**

Able to read <input type="checkbox"/> a limited amount of material <input checked="" type="checkbox"/> an average amount of material <input type="checkbox"/> an above average amount of material <input type="checkbox"/> material	Able to compute <input type="checkbox"/> basic, pre-algebraic problems N/A <input type="checkbox"/> simple algebraic problems <input type="checkbox"/> higher order mathematical problems <input type="checkbox"/> problems
Able to read <input checked="" type="checkbox"/> relatively easy material <input type="checkbox"/> moderately difficult material <input type="checkbox"/> technical or sophisticated material <input type="checkbox"/> material	Able to write <input checked="" type="checkbox"/> short compositions <input type="checkbox"/> medium length compositions <input type="checkbox"/> lengthy compositions <input type="checkbox"/>
Able to use <input checked="" type="checkbox"/> keyboard skills/familiar with computer <input checked="" type="checkbox"/> computer application (Microsoft Word doc.) technology <input checked="" type="checkbox"/> web navigation	Other necessary <input type="checkbox"/> abilities <input type="checkbox"/> <input type="checkbox"/>

**The course is usually scheduled**

Day:  Fall  Winter  Spring

Evening:  Fall  Winter  Spring

**Prepared by**

**Date**

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**Approved by Dept.**

**Date**

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**Approved by Dean**

**Date**

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**Approved by Curr. Comm.**

**Date**

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(Last names, please)

Form Revised 12/4/00