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	
Evergreen, 10th Ed. by Susan Fawcett, WADSWORTH Cengage Learning, 2014	ISBN 978-1-133-94668-7

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**

New	$121.00
Used	$90.75
New Rental (Hard Copy)	$84.70
Used Rental (Hard Copy)	$60.50
Digital Rental	$35.49

Skills and abilities students should bring to the course

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

The course is usually scheduled

Day: [x] Fall   [x] Winter   [x] Spring

Evening: [x] Fall   [x] Winter   [x] 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**