



South Central College

## ENGL 100 Composition

### Course Outcome Summary

#### Course Information

<b>Description</b>	Composition is concerned with developing, through theory and practice, the ability to communicate in written form for personal and professional reasons. Students will develop writing skills, analytic skills, and critical thinking skills. Students will complete readings, papers, grammar exercises, and in-class activities. Students will complete research and write a research paper. Students will learn methods of writing informatively and persuasively. (Prerequisites: Next-Generation Accuplacer Reading minimum score of 250 [Classic Accuplacer, minimum of 75] or completion of READ 0090 or EAP 0095 with a C [2.0] or higher.) (MnTC Goal Area 1)
<b>Total Credits</b>	4
<b>Total Hours</b>	64

#### Types of Instruction

Instruction Type	Credits/Hours
Lecture	4/64

#### Pre/Corequisites

Next-Generation Accuplacer Reading minimum score of 250 (Classic Accuplacer, minimum of 75) or completion of READ 0090 or EAP 0095 with a C (2.0) or higher.

#### Institutional Core Competencies

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

#### Course Competencies

##### 1. Demonstrate the writing process.

###### Learning Objectives

- Draft documents.
- Revise documents as an individual.
- Revise documents with feedback from other class members.

**2. Participate effectively in group with an emphasis in listening, critical and reflective thinking, and responding coherently.**

**Learning Objectives**

Practice collaborative writing with others.  
Accept constructive criticism from other group members.  
Utilize constructive criticism in the revision process.

**3. Interact with various sources of information.**

**Learning Objectives**

Learn to locate materials within the library.  
Identify the variety of information available to students (newspapers, magazines, web sites, scholarly articles, books, databases, television programs, feature films, documentaries, etc.).  
Utilize the World Wide Web to locate both paper and electronic sources.  
Evaluate the integrity of sources.  
Synthesize sources into an argument.  
Verify information from competing sources.

**4. Select appropriate communication choices for specific audiences.**

**Learning Objectives**

Identify a target audience.  
Explain literary writing within the context it was created.  
Utilize appropriate syntax and form for a specific audience.

**5. Construct logical and coherent arguments.**

**Learning Objectives**

Construct a value judgment about a topic.  
Defend a created value judgment.  
Examine value judgments opposite to each other.  
Discuss why value colors our thinking and writing.

**6. Identify and practice "voice" in writing.**

**Learning Objectives**

Define "voice" and its function in writing.  
Identify "voice" within a piece of writing.  
Practice "voice" in writing.

**7. Employ syntax and usage appropriate to academic disciplines and the professional world.**

**Learning Objectives**

Define syntax and usage.  
Explore the syntax of various academic disciplines and the professional world.

**8. Use elements of critical thinking within writing and discussions.**

**Learning Objectives**

Identify the elements of critical thinking (question, purpose, information, inference, data, concepts, assumptions, point of view, implications).  
Apply the elements of critical thinking to written information.  
Apply the elements of critical thinking within discussions.

**9. Analyze arguments.**

**Learning Objectives**

Identify the thesis of an argument.  
Identify the evidence used to construct support for an argument.  
Determine whether the evidence presented sufficiently supports a particular argument.  
Explore various facets of an argument.

**10. Practice document organization.**

**Learning Objectives**

Identify the different forms of documentation organization and design.  
Utilize various forms of document design/organization in writing.

**11. Analyze types of writing.**

**Learning Objectives**

Define the various modes of writing (modes: narration, exposition, definition, classification, description, process analysis, and persuasion).  
Examine published examples of the various modes of writing.

**12. Write in various modes.**

**Learning Objectives**

Write papers that demonstrate qualities of the various modes of writing (modes: narration, exposition, definition, classification, description, process analysis, and persuasion).  
Peer edit and peer tutor others in writing papers from the various modes of writing.

**13. Conduct research for purposes of writing a research paper.**

**Learning Objectives**

Identify a focus and plan the research steps.  
Gather research from various sources, including scholarly journals.

**14. Write a research paper.**

**Learning Objectives**

Construct a thesis statement.  
Integrate research into the main ideas of the paper.  
Demonstrate a documentation style (usually MLA).

**SCC Accessibility Statement**

South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request and discuss accommodations. North Mankato: Room B-132, (507) 389-7222; Faribault: Room A-116, (507) 332-5847.

Additional information and forms can be found at: [www.southcentral.edu/disability](http://www.southcentral.edu/disability)

This material can be made available in alternative formats by contacting the Academic Support Center at 507-389-7222.