



## WTCS Repository

# 10-801-136 English Composition I

## Course Outcome Summary

### Course Information

**Description** This course is designed for learners to develop knowledge and skills in all aspects of the writing process. Planning, organizing, writing, editing and revising are applied through a variety of activities. Students will analyze audience and purpose, use elements of research, and format documents using standard guidelines. Individuals will develop critical reading skills through analysis of various written documents.

**Total Credits** 3

**Total Hours** 54

### Pre/Corequisites

**Prerequisite** Each Wisconsin Technical College determines the General Education course prerequisites used by their academic institution. If prerequisites for a course are determined to be appropriate, the final Course Outcome Summary must identify the prerequisites approved for use by the individual Technical College.

### Course Competencies

#### 1. Establish document purpose

##### Assessment Strategies

1.1. completing a variety of essays on an assigned topic designed to achieve a variety of purposes

##### Criteria

*Your performance will be successful when:*

- 1.1. you generate sufficient ideas to complete documents
- 1.2. you recognize appropriate purpose for the type of document assigned
- 1.3. you match purpose of document to the audience's need

##### Learning Objectives

- 1.a. distinguish the purposes for writing (informative, scientific, literary, exploratory, expressive, persuasive)
- 1.b. explain the purpose for incorporating all parts of the rhetorical triangle into a writing task
- 1.c. explain the relevance of ideas to audience and purpose
- 1.d. apply the guidelines for writing purpose and choose the most appropriate purpose for a specific writing task
- 1.e. apply conventional standards of English usage, punctuation, and spelling

#### 2. Appraise audience

##### Assessment Strategies

2.1. analyzing and identifying audience characteristics using a verbal or written mechanism

- 2.2. constructing a written product that adheres to audience specifications

#### **Criteria**

*Your performance will be successful when:*

- 2.1. you can explain the importance of knowing your audience when writing text
- 2.2. you can identify the characteristics specific to audience types when determining the text to be created
- 2.3. you can address the unique/special features of the audience when writing text

#### **Learning Objectives**

- 2.a. recognize the importance of knowing the target audience
- 2.b. associate the target audience's needs and wants as it relates to the writing task
- 2.c. characterize the importance of appealing to the logical and emotional needs of the audience
- 2.d. apply standards of English usage, punctuation, and spelling

### **3. Organize document content**

#### **Assessment Strategies**

- 3.1. through written documents

#### **Criteria**

*Your performance will be successful when:*

- 3.1. written document is suited to purpose and audience
- 3.2. written document contains a distinct introduction, body, and conclusion
- 3.3. written document reflects tone to purpose and audience of document
- 3.4. written document utilizes appropriate transitions within a document

#### **Learning Objectives**

- 3.a. recognize the relationship between elements in a unified document
- 3.b. recognize a variety of strategies for arranging main ideas and supporting detail
- 3.c. recognize sufficient and relevant evidence/support
- 3.d. apply English usage according to conventional standards

### **4. Differentiate essay parts**

#### **Assessment Strategies**

- 4.1. completing an analysis of essay parts
- 4.2. developing a written essay

#### **Criteria**

*Your performance will be successful when:*

- 4.1. your analysis classifies the elements common to each part of a well written essay
- 4.2. your analysis explains/describes the similarities and differences in each part of essays critiqued
- 4.3. written essay contains topic sentence
- 4.4. written essay contains clearly stated thesis
- 4.5. written essay contains paragraph unity with supporting details
- 4.6. written essay contains introduction, body, conclusion paragraphs
- 4.7. written essay contains overall good organization of content

#### **Learning Objectives**

- 4.a. recognize the basic elements in each part of a five paragraph essay
- 4.b. compare and contrast the variations of essay parts for each type of essay studied
- 4.c. apply conventional standards of English usage, punctuation, and spelling

### **5. Construct topic sentences**

#### **Assessment Strategies**

- 5.1. completing written documents

#### **Criteria**

*Your performance will be successful when:*

- 5.1. topic sentence is written using standard grammar, structure, and punctuation
- 5.2. topic sentence communicates the purpose and intent of each paragraph

- 5.3. topic sentence is clear and concise in its message

### **Learning Objectives**

- 5.a. relate the importance of topic sentences for paragraph development
- 5.b. recognize the qualities of a good topic sentence
- 5.c. distinguish topic sentences or lack of topic sentences in others' writing
- 5.d. create topic sentence for own writing
- 5.e. apply conventional standards of English usage, punctuation, and spelling

## **6. Devise thesis statements**

### **Assessment Strategies**

- 6.1. completing a critique of thesis statements
- 6.2. completing a thesis statement for written document

### **Criteria**

*Your performance will be successful when:*

- 6.1. critique identifies the key words that state the thesis
- 6.2. critique discriminates the characteristics of a thesis statement
- 6.3. thesis statement adheres to standard rules of grammar and punctuation
- 6.4. thesis statement clearly communicates author's purpose

### **Learning Objectives**

- 6.a. recognize the purpose of a thesis statement in the development of a document
- 6.b. compare and contrast the differences and similarities between a "topic sentence" and a "thesis statement"
- 6.c. create a thesis statement for own written documents
- 6.d. apply English usage according to conventional standards

## **7. Compose paragraph types: Introductory, concluding, topical, and transitional**

### **Assessment Strategies**

- 7.1. in classroom discussion, small-group, or individual work
- 7.2. by writing paragraphs as determined by your instructor

### **Criteria**

*Your performance will be successful when:*

- 7.1. you identify the different types of paragraphs
- 7.2. paragraph adheres to standard rules of grammar and punctuation
- 7.3. you integrate the different types of paragraphs into your writing
- 7.4. paragraph contains sentences that depict intent and purpose
- 7.5. paragraph exhibits voice and tone appropriate for intended audience
- 7.6. paragraph exemplifies a variety of techniques such as narration, description, classification, analysis, definition
- 7.7. paragraph content communicates message in an organized progression of thoughts, etc.

### **Learning Objectives**

- 7.a. recognize the elements that characterize the types of paragraphs
- 7.b. incorporate the four types of paragraphs in a writing document
- 7.c. apply conventional standards of English usage, punctuation, and spelling

## **8. Employ rhetorical strategies**

### **Assessment Strategies**

- 8.1. completing written documents

### **Criteria**

*Your performance will be successful when:*

- 8.1. essay follows standards of grammar and punctuation
- 8.2. essay incorporates elements of the writing process
- 8.3. essays integrate a variety of techniques specified by the purpose of the essay
- 8.4. essay follows prescribed format of organization and paragraph development
- 8.5. essay illustrates type of exposition in written work

- 8.6. essay uses language and style appropriate for audience
- 8.7. essay matches the tone to purpose of essay

#### **Learning Objectives**

- 8.a. distinguish the characteristics associated with rhetorical patterns of development
- 8.b. apply conventional standards of English usage, punctuation, and spelling

### **9. Apply revision skills**

#### **Assessment Strategies**

- 9.1. in original development of written documents

#### **Criteria**

*Your performance will be successful when:*

- 9.1. revision can be defended
- 9.2. revision is based on recognized improvements
- 9.3. revision includes proofreading, editing, and rewriting areas needing rework
- 9.4. revision steps are acknowledged as an essential part of successful essay development

#### **Learning Objectives**

- 9.a. appreciate the importance of revision in the writing process
- 9.b. recognize the weaknesses and strengths of one's own writing
- 9.c. incorporate revisions into a written document
- 9.d. use dictionary and thesaurus to improve word choice
- 9.e. apply conventional standards of English usage, punctuation, and spelling

### **10. Prepare written documents**

#### **Assessment Strategies**

- 10.1. by completing a final document as assigned

#### **Criteria**

*Your performance will be successful when:*

- 10.1. document exhibits changes required
- 10.2. document contains a clear, well written thesis
- 10.3. document includes paragraph development that support the thesis
- 10.4. document incorporates all elements of essay development for topic or purpose given
- 10.5. document adheres to the MLA or APA guidelines
- 10.6. document adheres to conventional standards of English usage, punctuation, and spelling

#### **Learning Objectives**

- 10.a. recognize the relationship between elements in a unified document
- 10.b. recognize a variety of strategies for arranging main ideas and supporting details
- 10.c. recognize sufficient and relevant evidence/support within a document
- 10.d. apply English usage according to conventional standards

### **11. Establish critical reading skills**

#### **Assessment Strategies**

- 11.1. by writing a critique of published readings
- 11.2. by completing analysis of published readings

#### **Criteria**

*Your performance will be successful when:*

- 11.1. critique summary accurately represents the main ideas
- 11.2. critique includes an explanation of your personal opinion
- 11.3. critique includes both positive and negative comments
- 11.4. personal opinion is specific
- 11.5. critique is well organized
- 11.6. critique is clear and concise
- 11.7. critique evidences correct grammar, punctuation, and spelling
- 11.8. critical reading analysis includes interpretation of the relationship of the thesis or topic to its supporting paragraphs

- 11.9. critical reading analysis accurately recognizes the main message of the essay
- 11.10. critical reading analysis reflects the learner's position on the effectiveness of the author's text
- 11.11. critical reading analysis reflects learner's ability to discern the essential elements of the author's works
- 11.12. analysis is well organized
- 11.13. analysis evidences correct grammar, punctuation, and spelling

#### **Learning Objectives**

- 11.a. explain the importance of reading critically
- 11.b. identify the main pattern of written works
- 11.c. interpret or explain in one's own words, the main ideas and themes of an author's works

### **12. Investigate information sources**

#### **Assessment Strategies**

- 12.1. completing an investigation project
- 12.2. you adhere to the timeline and format stipulated

#### **Criteria**

*Your performance will be successful when:*

- 12.1. you follow techniques for conducting searches using Internet or other electronic information sources
- 12.2. you documented resources gathered using prescribed guidelines
- 12.3. you examine the appropriateness of the resources using given set parameters
- 12.4. you classify resources as primary and secondary for inclusion in paper

#### **Learning Objectives**

- 12.a. use accepted techniques to generate ideas for written work
- 12.b. use problem-solving tools and techniques
- 12.c. use sources appropriately through note-taking and documentation
- 12.d. apply conventional standards of English usage, punctuation, and spelling

### **13. Integrate research techniques**

#### **Assessment Strategies**

- 13.1. completing research project

#### **Criteria**

*Your performance will be successful when:*

- 13.1. project includes in-text citation to document sources
- 13.2. researched sources are documented using MLA or APA standards
- 13.3. techniques for conducting electronic searches for given topic are documented as a procedure for integration
- 13.4. you examine the appropriateness of the resources used given set parameters

#### **Learning Objectives**

- 13.a. locate different sources for use in the writing process
- 13.b. examine the reliability of the sources
- 13.c. use an academic documentation technique (MLA or APA style) to cite sources
- 13.d. apply conventional standards of English usage, punctuation, and spelling