



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2010-2011

(i.e. 2006-2007)

NEXT REVIEW: 2015-2016

(i.e. 2011-2012)

STATUS: A

(A, I, D)

COURSE TITLE: Composition I

COMMON COURSE NUMBER: ENC 1101

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: **48**

Lab:

Clinic:

Other:

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION: A university parallel course in which the student writes expository themes in various modes. Research methods and library skills are introduced, and a documented paper is required. Each student is encouraged to use the writing lab to strengthen writing skills. Placement in ENC 1101 is determined by both standard and departmental assessment tests. A student must earn a grade of “C” or higher to meet the requirements of the Gordon rule. Special fee charged.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 1A

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 1

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 1

UNIT TITLES

1. Reading Critically
2. Essay Development
3. Conventions of Standard American English
4. Research Skills

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.1, 1.2, 4.2, 4.3, 4.4
2. Write clearly and coherently**	2.1, 2.1.4, 2.4, 2.5, 2.6, 2.7, 3.6, 4.5, 4.6, 4.7, 4.8
3. Demonstrate literacy as appropriate within a given discipline**	1.3 (d), 1.4 (a), 4.2 (a), 4.2.1 (a), 4.2.2 (a)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	2.7, 2.9, 2.10, 4.3, 4.4, 4.8, 4.8.1
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	4.8.1
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	3.1.4
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	1.3, 3.1.4
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	2.0, 4.0
2. Short essays	2.0, 3.0
3. Research Papers	4.0,
4. Group projects	
5. Discussions (In class and online)	1.3, 1.4
6. Multiple Choice tests	3.0
7. Presentations	1.2, 1.4, 4.0
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	3.0
10. Take-home tests	
11. Summaries, critiques, and analyses	
12. Reaction papers	
13. Surveys	
14. Performance	
15. Short answer tests	1.3, 1.4
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Other (Please explain)	

Common Course Number:

UNITS

Unit 1 Reading Critically

General Outcome:

1.0 The students shall be able to evaluate assigned readings with a view to their artistic merits, content, logical progression, and thoroughness of citations (if any). The students shall be able to find the main idea of the assigned reading, recognize and evaluate the supporting details and comment on the effectiveness of the writer's overall writing technique.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

1.1 Read with critical comprehension. The students will be able to distinguish the different writing techniques the author has used in the reading assignments for this unit and be able to critique their effectiveness. The students will also be able to comment on the writing's content and purpose and analyze their effectiveness both in writing assignments and classroom discussions.

1. Analyze the readings critically, creatively, and reflectively. Students will be able to offer their own ideas on the readings and apply what they have learned in critiquing the readings to their own writing in a manner that is both reasonable and shows originality on their part.

1.3 Demonstrate and apply cultural literacy in discussions on the readings. Students will be able to demonstrate an understanding and appreciation for artistry in language and writing methods. Students will be able to compare, contrast, and discuss how one's culture can affect one's point of view as well as one's frame of reference. Students will be able to discuss the cultural milieu from which they derive their own language and writing and its effect on their writing. They will be able to distinguish and critique this in their own writing.

1.4 Demonstrate mastery of information literacy by locating critical sources to evaluate the accuracy and validity of the assigned readings, to compare varying viewpoints, and arrive at their own positions on the subjects in their writing and class discussions. Students will be able to question whether the information supports the writer's thesis, reveals a certain bias, can be checked against other sources, and when the information was produced.

Unit 2

General Outcome: Essay Development

- 2.0 The students shall be able to compose units of discourse and provide ideas and information suitable to the audience and purpose.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

2.1 Write an effective paragraph, recognizing its importance as the foundation of a clear and coherent essay.

2.1.1 Formulate an effective topic sentence.

2.1.2 Organize details of the paragraph according to purpose

2.1.2.1 Order of Importance

2.1.2.1.2 Ascending

2.1.2.1.3 Descending

2.1.2.2 Chronological Order

2.1.2.3 Sequential Order

2.1.2.4 Spatial Order

2.1.3 Use transitional devices effectively

2.1.4 Write unified, coherent prose

2.2 Formulate an effective thesis statement

2.2.1 Identify a limited subject

2.2.2 State a controlling purpose

2.2.3 Limit the discussion according to the purpose and length of the assignment

2.3 Develop the essay by the following:

2.3.1 Creating an effective introduction

2.3.2 Providing adequate support by means of concrete evidence

2.3.2.1 Distinguishing between hard and soft evidence

2.3.2.2 Distinguishing between facts and opinions

2.4 Arrange the main idea and the supporting details in an appropriate organizational pattern. These organizational modes may include the following:

2.4.1 Classification and Division

2.4.2 Extended Definition

2.4.3 Comparison/Contrast

2.4.4 Process Analysis

2.4.5 Example

2.4.6 Description

2.4.7 Narration

2.4.8 Argumentation

2.4.9 Causal Analysis

2.5 Conclude the paper in an appropriate manner such as restating the thesis or drawing a logical conclusion.

2.6 Write an essay clearly and coherently. The writing will incorporate what the students have learned in both this unit and the previous unit. It will be understandable and meaningful to the general reader.

2.7 Think creatively, logically, critically, and reflectively in writing an essay. Students will be able to offer their own ideas on the unit and apply what they have learned to their own writing in a manner that is both reasonable and original.

2.8 Demonstrate and apply information and cultural literacy in writing an essay.

2.9 Research, synthesize, and produce an original essay using methods taught in this unit.

2.10 Demonstrate self-direction and self-motivation in writing an essay. Students will use acquired skills and writing methods to decide which writing approach to adapt and apply to specific assigned writing tasks.

Common Course Number: ENC 1101

Unit 3 Conventions of Standard American English

General Outcome:

- 3.0 The students shall be able to transmit ideas and information in effective written language by employing good diction, conventional sentence structure, and standard written American English grammar and usage.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students will be able to:

3.1 Demonstrate effective word choice by doing the following:

- 3.1.1 Using words which appropriately convey the denotative (specific) and connotative (associational) meanings required by context.**
- 3.1.2 Avoiding weaknesses such as slang, jargon, clichés, pretentious expressions, and wordiness.**
- 3.1.3 Using proper diction.**
- 3.1.4 Avoiding sexist, racist, ageist, or gender-biased language.**

3.2 Employ conventional sentence structure by:

- 3.2.1 Placing modifiers correctly**
- 3.2.2 Coordinating and subordinating sentence elements effectively**
- 3.2.3 Using parallel expressions when appropriate**

3.3 Avoid errors such as fragments, comma splices, and fused sentences

3.4 Use effective sentence structure by:

- 3.4.1 Employing a variety of sentence patterns**
- 3.4.2 Avoiding unnecessary use of passive construction**
- 3.4.3 Avoiding awkward constructions**

3.5 Observe conventions of Standard written American English by the following:

- 3.5.1 Using standard verb forms**
- 3.5.2 Maintaining agreement between subject and verb and between pronoun and antecedent**
- 3.5.3 Employing standard spelling, punctuation, and capitalization**
- 3.5.4 Maintaining a consistent point of view**
- 3.5.5 Using proper case forms**

3.6 Write clearly and coherently using the conventions of Standard American English. The writing will incorporate what the students have learned in both this and any previous units. It will be understandable and meaningful to the general reader.

Common Course Number: ENC 1101

Unit 4 Research Skills

General Outcome:

- 4.0 The students shall be able to locate and evaluate primary and secondary sources in both print and electronic formats and incorporate the relevant information into a properly documented paper, both internally and bibliographically.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1 Select a subject suitable for library research**
- 4.2 Use appropriate library resources to compile a preliminary bibliography and working outline**
- 4.2.1 Demonstrate a familiarity with and ability to consult and employ a variety of print sources**
- 4.2.2 Demonstrate a familiarity with and ability to consult and employ a variety of electronic sources**
- 4.3 Apply critical thinking and problem solving skills to researching and synthesizing source material**
- 4.4 Extract relevant factual notes from a variety of sources and incorporate this information appropriately using MLA Format, including the use of internal citations and a Works Cited Page.**
- 4.5 Incorporate quotations and ideas into papers through appropriate treatment of précis, paraphrase, indirect and direct quotations, and summary in order to avoid plagiarism.**
- 4.6 Prepare a documented first draft**
- 4.7 Prepare the final document using MLA format**
- 4.8 Research, synthesize, and produce an original work using research sources. The resulting work will not be derivative but represent the students' own ideas and writing, aside from citations drawn from sources.**
- 4.8.1 Students will demonstrate an understanding of ethical and unethical use of source material by properly citing and attributing ideas and source material whenever it appears in the paper.**