Roxbury Community College
English Course Outcome

**ENG 101: English Composition I**

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<tr>
<th>Outcomes</th>
<th>Activities</th>
<th>Assessment</th>
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<tr>
<td>➢ Write 6 - 8 essays that respond effectively throughout the disciplines in academic settings and in the workplace that reflect an understanding of specific organizational patterns.</td>
<td>➢ React to essays modeled in a variety of formats (W) (CT)</td>
<td>➢ Journal writing</td>
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<tr>
<td>➢ Use basic word processing skills.</td>
<td>➢ Recognize a specific format from a variety of sources (editorials, speeches, literature, social sciences, etc.) (R)</td>
<td>➢ Critiques and reviews</td>
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<tr>
<td>➢ Integrate prior knowledge and experiences with new knowledge to value connections and to form thoughtful, analytical, and well developed essays.</td>
<td>➢ Generate checklists for a variety of organizational patterns (CT) (R)</td>
<td>➢ Essays graded against a criteria checklist</td>
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<tr>
<td>➢ Pre-write using techniques that expand creative and critical thinking.</td>
<td>➢ Writing Center Seminar (WC)</td>
<td>➢ Reaction journals that demonstrate analytical thinking</td>
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<tr>
<td>➢ Understand the process of writing and learn to successfully utilize drafting, editing, and revising.</td>
<td>➢ In-class writing using Microsoft Word</td>
<td>➢ Essays and research paper that are typed on a computer and reflect familiarity with basic commands.</td>
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<tr>
<td>➢ Write with an understanding of audience, purpose, and point of view</td>
<td>➢ Drafts and essays completed on Microsoft Word or other word-processing programs</td>
<td>➢ Double-entry journal</td>
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<tr>
<td>➢ Write essays with introductions, bodies, and conclusions</td>
<td>➢ Use relevant passages in assigned readings for journal responses (W) (R)</td>
<td>➢ Appended mapping worksheet for an essay</td>
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<tr>
<td>➢ Edit essays according to the rules of Standard American English so that the reader is not distracted by grammatical and mechanical errors</td>
<td>➢ Use targeted main ideas to generate supporting ideas in free writes and outlines (CT) (CRT)</td>
<td>➢ Appended outline for essays and research papers</td>
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<td></td>
<td>➢ Writing Center Seminar (WC)</td>
<td>➢ Successful editing of rough drafts</td>
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<td>➢ Use a variety of pre-writing techniques such as mapping; brainstorming, free writing, note taking, and outlining (CT) (W)</td>
<td>➢ Rewriting through peer editing</td>
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<td>➢ Edited and revised draft that effectively uses symbols for improvement</td>
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- Construct an outline as a PowerPoint presentation (T) (W)
- Generate interactive group listings and writings
- Free write on an open-ended and currently controversial topic (R) (W) (CT)
- Writing Center Seminar (WC)
- Use drafted essays for peer review and critique (W)
- Evaluate, in small groups, first draft essays of peers (R) (CT)
- Generate and evaluate standardized lists for editing symbols (R) (W)
- Submit multiple drafts of a single essay edited in class
- Submit multiple drafts of a single essay edited outside class, with input from peers and professors
- Use floppy disks for revising and editing (WC) (T)
- Understand and use the *Highlight, Edit, Select, Cut* and *Paste* commands in word processing (WC) (T)
- Oral presentations as a whole group activity.

- Essay with a targeted audience
- Essay with a clear purpose and point of view
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Outcomes for Research

1. Gather information and integrate it successfully in an essay and in a research paper
2. Generate a restricted thesis statement
3. Assess, analyze, and question information for credibility, relevance, and academic importance
4. Write a research paper that integrates outside sources with analytical thinking and uses documentation appropriately
5. Avoid plagiarism

Activities

- Within a group, construct an introduction according to checklist criteria on a given topic (W) (CT)
- Evaluate introductions according to checklist criteria (R)
- Given an introduction, write an effective body according to checklist criteria
- Practice using transitions (W)
- Given an introduction and body, write an effective conclusion according to checklist criteria (W) (R)
- Develop an outline of an essay and evaluate, in groups, against the checklist criteria for introductions, bodies and conclusions (W) (R)
- Writing Center Seminar (WC)
- Use a handbook as a resource in identifying and correcting grammatical and mechanical errors in student essays (R)

Assessment

- Successful completion of the “Treasure Hunt”
- Summary writing
- Paraphrasing within an essay
- Quoting within an essay
- Presentation of a restricted thesis statement for approval
- Quiz that presents a broad topic
- Critique sources for a research paper, using a modeled checklist
- Summarize main idea of a given essay
- Research paper with effective summarizing, paraphrasing and quoting
- Research that integrates outside sources appropriately
- Bibliography that is documented according to a specific and assigned format: MLA or AOA
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- Complete targeted grammar exercises as generated by patterns of error (W)
- Peer editing of essays for grammar and mechanical errors (CT)
- Practice with Spellcheck, Grammar Check, and Thesaurus in a computer lab (T)
- Library visit and “Treasure Hunt” or related discovery activity (L) (CT)
- Writing Center Seminar (WC)
- Preliminary practice with summarizing, paraphrasing and quoting
- Practice using the flowchart pattern of: Broad topic Narrow topic Question Thesis (CT) (W)
- Read and extrapolatetheses from a specific formats (R) (CT)
- Generate through pre-writing techniques a variety of topics and use of flowcharts
- Submit thesis statement proposals after doing preliminary research
- Writing Center Seminar (WC)
- Practice with an evaluative tool for sources on the web (T)

- Individual writing conferences
- Check assigned essays against portfolio writing including in-class assignments
- Append all electronic sources used in writing essays and research papers
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<td>➢ Identify the thesis of a given work by isolating supporting details (R)</td>
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<td>➢ Determine the author's point of view by generating appropriate questions (R)</td>
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<td>➢ Determine the genre, format, purpose, and audience by generating appropriate questions (R)</td>
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<td>➢ Compare and contrast a variety of sources on a single topic, as assigned to individual members of the group: newsprint, essay, webpage, etc. (R)</td>
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<td>➢ Write an in-class critical evaluation of a source according to a checklist of criteria</td>
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<td>➢ Respond, in groups, to given questions about an assigned reading (CT) (W)</td>
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<td>➢ Library Orientation (L)</td>
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<td>➢ Writing Center Seminar (WC)</td>
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<td>➢ Library Research lesson (L)</td>
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<td>➢ Individual student conferences</td>
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<td>➢ Group evaluations of thesis statements</td>
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- Collaboration seminars for sources in brainstorming and topic-generating
  Note-taking, both electronically and on index cards (W)
- Writing summaries and critiques of sources
- Writing Center Seminars:
  *Summarizing, Paraphrasing, and quoting; Using MLA; Bibliomaker; Research and the Internet*
- Generating an outline for revising (W)
- Peer review of drafts
- Reading literature review samples (R)
- Student will read and discuss plagiarism handouts (R)
- Groups will generate a paraphrase from a given reading (W)
- Group will generate a summary with some quotations from a given reading (W)
- Writing Center seminar (WC)