

# Washtenaw Community College Comprehensive Report

## ENG 111 Composition I Effective Term: Winter 2024

### Course Cover

**College:** Humanities, Social and Behavioral Sciences

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English & College Readiness

**Discipline:** English

**Course Number:** 111

**Org Number:** 11300

**Full Course Title:** Composition I

**Transcript Title:** Composition I

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Course Change

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Course description**

**Total Contact Hours**

**Pre-requisite, co-requisite, or enrollment restrictions**

**Rationale:** Update contact hours.

**Proposed Start Semester:** Winter 2024

**Course Description:** In this course, students will write effective academic essays using a variety of rhetorical patterns for various purposes and audiences. Reading materials serve as a basis for essays and classroom discussions. Students write both in-class and out-of-class essays. During the first week of class, students must demonstrate their writing proficiency. In order to pass with a "C" or better, students must demonstrate at least "C" level competency in documented essay writing by the end of the semester. Students will write a minimum of 20-25 pages of polished writing. Students are required to complete Writing Center assignments outside of class.

### Course Credit Hours

**Variable hours:** No

**Credits:** 4

**Lecture Hours: Instructor: 60 Student: 60**

**Lab: Instructor: 0 Student: 0**

**Clinical: Instructor: 0 Student: 0**

**Total Contact Hours: Instructor: 60 Student: 60**

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

### College-Level Reading and Writing

College-level Reading & Writing

### College-Level Math

No Level Required

## Requisites

### General Education

#### **MACRAO**

MACRAO English Comp

#### **General Education Area 1 - Writing**

Assoc in Applied Sci - Area 1

Assoc in Science - Area 1

Assoc in Arts - Area 1

#### **Michigan Transfer Agreement - MTA**

MTA English Comp

#### **General Education Area 8 - 2nd Writing or Communication/Speech**

Assoc in Applied Sci - Area8

Assoc in Art - Area8

Assoc in Science - Area8

### Request Course Transfer

#### **Proposed For:**

### Student Learning Outcomes

1. Write an academic essay that incorporates research and documentation.

#### **Assessment 1**

Assessment Tool: Capstone essay

Assessment Date: Winter 2025

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better

Who will score and analyze the data: Departmental faculty

2. Critically assess appropriateness of sources for inclusion in research-based writing.

#### **Assessment 1**

Assessment Tool: Capstone essay

Assessment Date: Winter 2025

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better

Who will score and analyze the data: Departmental faculty

3. Demonstrate critical thinking through logical reasoning in academic essays.

#### **Assessment 1**

Assessment Tool: Capstone essay

Assessment Date: Winter 2025

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better

Who will score and analyze the data: Departmental faculty

## Course Objectives

1. Identify reasons that people write and value writing.
2. Use appropriate forms and strategies to address varied audiences and occasions.
3. Demonstrate an ability to question, explain, interpret, and evaluate the writing of others, as well as their own.
4. Demonstrate knowledge of prewriting techniques.
5. Formulate, develop, and support effective thesis statements.
6. Use a variety of organizational strategies.
7. Use appropriate conventions of style in establishing levels of formality and tone.
8. Write 4-7 polished final essays throughout the term, at least 40-50 pages, including rough and polished essays, with 20-25 pages of polished writing.
9. Use a variety of resources available for credible research and documentation.
10. Assess source material for validity.
11. Document sources using MLA style or another appropriate research documentation style.

## New Resources for Course

### Course Textbooks/Resources

#### Textbooks

- Ballinger, B.. *Curious Writer, Concise edition*, 5th ed. Longman, 2017  
 Axelrod & Cooper; Hacker & Sommers. *The Concise Guide to Writing & Pocket Style Manual*, 9th ed. Boston: Bedford/St. Martin's , 2020  
 Hacker & Sommers. *Pocket Style Manual*, Custom ed. Bedford/St. Martin's , 2017  
 Clouse, B.. *Patterns for a Purpose*, 6th ed. McGraw-Hill, 2010  
 OER. *Introduction to Composition*, ed. OER, 2022

#### Manuals

- Zimmerman, T.. English 111 Writing Center Manual, OER, 08-20-2021

#### Periodicals

#### Software

### Equipment/Facilities

Level I classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
<b>Faculty Preparer:</b> <i>Carrie Krantz</i>	<i>Faculty Preparer</i>	<i>Oct 11, 2023</i>
<b>Department Chair/Area Director:</b> <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Oct 12, 2023</i>
<b>Dean:</b> <i>Anne Nichols</i>	<i>Recommend Approval</i>	<i>Oct 31, 2023</i>
<b>Curriculum Committee Chair:</b> <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Nov 14, 2023</i>
<b>Assessment Committee Chair:</b> <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Nov 15, 2023</i>
<b>Vice President for Instruction:</b> <i>Brandon Tucker</i>	<i>Approve</i>	<i>Nov 17, 2023</i>

## Washtenaw Community College Comprehensive Report

### ENG 111 Composition I Effective Term: Fall 2023

#### Course Cover

**College:** Humanities, Social and Behavioral Sciences

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English & College Readiness

**Discipline:** English

**Course Number:** 111

**Org Number:** 11300

**Full Course Title:** Composition I

**Transcript Title:** Composition I

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Three Year Review / Assessment Report

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Course description**

**Objectives/Evaluation**

**Rationale:** Three-year update.

**Proposed Start Semester:** Winter 2023

**Course Description:** In this course, students will write effective academic essays using a variety of rhetorical patterns for various purposes and audiences. Reading materials serve as a basis for essays and classroom discussions. Students write both in-class and out-of-class essays. During the first week of class, students must demonstrate their writing proficiency. In order to pass with a "C" or better, students must demonstrate at least "C" level competency in documented essay writing by the end of the semester. Students will write a minimum of 20-25 pages of polished writing.

#### Course Credit Hours

**Variable hours:** Yes

**Credits:** 4

**Lecture Hours: Instructor:** 45 to 60 **Student:** 45 to 60

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 to 60 **Student:** 45 to 60

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

No Level Required

## **Requisites**

### **Prerequisite**

Corequisite ENG 000

## **General Education**

### **MACRAO**

MACRAO English Comp

### **General Education Area 1 - Writing**

Assoc in Applied Sci - Area 1

Assoc in Science - Area 1

Assoc in Arts - Area 1

### **Michigan Transfer Agreement - MTA**

MTA English Comp

### **General Education Area 8 - 2nd Writing or Communication/Speech**

Assoc in Applied Sci - Area8

Assoc in Art - Area8

Assoc in Science - Area8

## **Request Course Transfer**

### **Proposed For:**

## **Student Learning Outcomes**

1. Write an academic essay that incorporates research and documentation.

### **Assessment 1**

Assessment Tool: Capstone essay

Assessment Date: Winter 2025

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better

Who will score and analyze the data: Departmental faculty

2. Critically assess appropriateness of sources for inclusion in research-based writing.

### **Assessment 1**

Assessment Tool: Capstone essay

Assessment Date: Winter 2025

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better

Who will score and analyze the data: Departmental faculty

3. Demonstrate critical thinking through logical reasoning in academic essays.

### **Assessment 1**

Assessment Tool: Capstone essay

Assessment Date: Winter 2025

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better

Who will score and analyze the data: Departmental faculty

### Course Objectives

1. Identify reasons that people write and value writing.
2. Use appropriate forms and strategies to address varied audiences and occasions.
3. Demonstrate an ability to question, explain, interpret, and evaluate the writing of others, as well as their own.
4. Demonstrate knowledge of prewriting techniques.
5. Formulate, develop, and support effective thesis statements.
6. Use a variety of organizational strategies.
7. Use appropriate conventions of style in establishing levels of formality and tone.
8. Write 4-7 polished final essays throughout the term, at least 40-50 pages, including rough and polished essays, with 20-25 pages of polished writing.
9. Use a variety of resources available for credible research and documentation.
10. Assess source material for validity.
11. Document sources using MLA style or another appropriate research documentation style.

### New Resources for Course

#### Course Textbooks/Resources

##### Textbooks

Ballinger, B.. *Curious Writer, Concise edition*, 5th ed. Longman, 2017  
 Axelrod & Cooper; Hacker & Sommers. *The Concise Guide to Writing & Pocket Style Manual*, 9th ed. Boston: Bedford/St. Martin's , 2020  
 Hacker & Sommers. *Pocket Style Manual*, Custom ed. Bedford/St. Martin's , 2017  
 Clouse, B.. *Patterns for a Purpose*, 6th ed. McGraw-Hill, 2010  
 OER. *Introduction to Composition*, ed. OER, 2022

##### Manuals

Zimmerman, T.. English 111 Writing Center Manual, OER, 08-20-2021

##### Periodicals

##### Software

#### Equipment/Facilities

Level I classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
<b>Faculty Preparer:</b> <i>Carrie Krantz</i>	<i>Faculty Preparer</i>	<i>Jul 21, 2022</i>
<b>Department Chair/Area Director:</b> <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Jul 22, 2022</i>
<b>Dean:</b> <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Jul 26, 2022</i>
<b>Curriculum Committee Chair:</b> <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Feb 24, 2023</i>
<b>Assessment Committee Chair:</b> <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Feb 24, 2023</i>
<b>Vice President for Instruction:</b> <i>Victor Vega</i>	<i>Approve</i>	<i>Feb 27, 2023</i>

## Washtenaw Community College Comprehensive Report

### ENG 111 Composition I Effective Term: Winter 2018

#### Course Cover

**College:** Humanities, Social and Behavioral Sciences  
**Division:** Humanities, Social and Behavioral Sciences  
**Department:** English & College Readiness  
**Discipline:** English  
**Course Number:** 111  
**Org Number:** 11300  
**Full Course Title:** Composition I  
**Transcript Title:** Composition I  
**Is Consultation with other department(s) required:** No  
**Publish in the Following:** College Catalog , Time Schedule , Web Page  
**Reason for Submission:** Three Year Review / Assessment Report  
**Change Information:**  
**Consultation with all departments affected by this course is required.**

#### **Outcomes/Assessment**

**Rationale:** Three-year syllabus review and Assessment Report  
**Proposed Start Semester:** Winter 2018

**Course Description:** In this course, students will write effective academic essays using a variety of rhetorical patterns for various purposes and audiences. Reading materials serve as a basis for essays and classroom discussions. Students write both in-class and out-of-class essays. During the first week of class, students must demonstrate their writing proficiency. In order to pass with a "C" or better, students must demonstrate at least "C" level competency in documented essay writing by the end of the semester.

#### Course Credit Hours

**Variable hours:** Yes  
**Credits:** 4  
**Lecture Hours: Instructor:** 45 to 60 **Student:** 45 to 60  
**Lab: Instructor:** 0 **Student:** 0  
**Clinical: Instructor:** 0 **Student:** 0  
  
**Total Contact Hours: Instructor:** 45 to 60 **Student:** 45 to 60  
**Repeatable for Credit:** NO  
**Grading Methods:** Letter Grades  
 Audit  
**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

No Level Required

#### Requisites

**Prerequisite**  
 Corequisite ENG 000

## **General Education**

### **MACRAO**

MACRAO English Comp

### **General Education Area 1 - Writing**

Assoc in Applied Sci - Area 1

Assoc in Science - Area 1

Assoc in Arts - Area 1

### **Michigan Transfer Agreement - MTA**

MTA English Comp

### **General Education Area 8 - 2nd Writing or Communication/Speech**

Assoc in Applied Sci - Area8

Assoc in Art - Area8

Assoc in Science - Area8

## **Request Course Transfer**

### **Proposed For:**

## **Student Learning Outcomes**

1. Write an academic essay that incorporates research and documentation.

### **Assessment 1**

Assessment Tool: Capstone essay

Assessment Date: Fall 2019

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better

Who will score and analyze the data: Departmental faculty

2. Critically assess appropriateness of sources for inclusion in research-based writing.

### **Assessment 1**

Assessment Tool: Capstone essay

Assessment Date: Fall 2019

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better

Who will score and analyze the data: Departmental faculty

3. Demonstrate critical thinking through logical reasoning in academic essays.

### **Assessment 1**

Assessment Tool: Capstone essay

Assessment Date: Fall 2019

Assessment Cycle: Each Semester

Course section(s)/other population: Random sections from all students

Number students to be assessed: A minimum of 100 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 73% or better

Who will score and analyze the data: Departmental faculty

## **Course Objectives**

1. Identify reasons that people write and value writing.



2. Use appropriate forms and strategies to address varied audiences and occasions.
3. Demonstrate an ability to question, explain, interpret, and evaluate the writing of others, as well as their own.
4. Demonstrate knowledge of prewriting techniques.
5. Formulate, develop, and support effective thesis statements.
6. Use a variety of organizational strategies.
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8. Write 4-7 polished final essays throughout the term, at least 40-50 pages, including rough and polished essays.
9. Use a variety of resources available for credible research and documentation.
10. Assess source material for validity.
11. Document sources using MLA style or another appropriate research documentation style.

## New Resources for Course

### Course Textbooks/Resources

#### Textbooks

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 Axelrod & Cooper; Hacker & Sommers. *The Concise Guide to Writing & Pocket Style Manual*, 7th ed. Boston: Bedford/St. Martin's , 2014  
 Hacker & Sommers. *Pocket Style Manual*, Custom ed. Bedford/St. Martin's , 2017  
 Clouse, B.. *Patterns for a Purpose*, 6th ed. McGraw-Hill, 2010

#### Manuals

- Zimmerman, T.. English 111 Writing Center Manual, Hayden McNeil, 08-20-2017

#### Periodicals

#### Software

### Equipment/Facilities

- Level I classroom  
 Off-Campus Sites

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
<b>Faculty Preparer:</b> <i>Margaret Green</i>	<i>Faculty Preparer</i>	<i>May 24, 2017</i>
<b>Department Chair/Area Director:</b> <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Jul 12, 2017</i>
<b>Dean:</b> <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Jul 13, 2017</i>
<b>Curriculum Committee Chair:</b> <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Sep 27, 2017</i>
<b>Assessment Committee Chair:</b> <i>Michelle Garey</i>	<i>Recommend Approval</i>	<i>Sep 28, 2017</i>
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Oct 05, 2017</i>