



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

**DIVISION:** Humanities, Fine Arts, and Social Sciences

**COURSE:** ENG 0900 Basic Composition II

Date: July 17, 2019

Credit Hours: 3

Prerequisite(s): Successful completion of ENG 0800 or appropriate score on the Next Generation Accuplacer test.

Delivery Method:  **Lecture**                      **3 Contact Hours (1 contact = 1 credit hour)**  
 **Seminar**                              **0 Contact Hours (1 contact = 1 credit hour)**  
 **Lab**                                        **0 Contact Hours (2-3 contact = 1 credit hour)**  
 **Clinical**                                **0 Contact Hours (3 contact = 1 credit hour)**  
 **Online**  
 **Blended**

Offered:  **Fall**     **Spring**     **Summer**

IAI Equivalent –**Only for Transfer Courses**–go to <http://www.itransfer.org>:

### **CATALOG DESCRIPTION:**

Basic Composition II is a preparation course before enrolling in the transfer course, ENG 1001, or the communications course, ENG 1205. The course work focuses on writing paragraphs and essays. The course includes a review of functional grammar, usage, and punctuation. Basic Composition II earns three credit hours of Illinois Valley Community College credit, but it does not earn transfer credit hours. Prerequisite: Successful completion of ENG 0800 or appropriate score on the Next Generation Accuplacer test.

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

#### Upon completion of the course, the student will be able to:

1. Review functional grammar, sentence structure, and punctuation.
  - 1.1 Recognize and use standard English grammar in writing.
  - 1.2 Recognize and write complete sentences.
  - 1.3 Recognize and correct sentence boundary errors.
  - 1.4 Recognize and use a variety of sentence structures.
  - 1.5 Recognize and apply punctuation rules to all writing.
2. Generate topics for writing.
  - 2.1 Use a variety of prewriting topics: mind maps, freewriting, clustering, journaling.
  - 2.2 Select and narrow a topic.
3. Write a well-developed paragraph.
  - 3.1 Develop a plan for a paragraph focused on one idea.
  - 3.2 Write a topic sentence.
  - 3.3 Support topic sentences with relevant supporting details.
  - 3.4 Recognize and use transitional expressions.
  - 3.5 Write a concluding sentence.
  - 3.6 Understand the role of a paragraph within an essay.
4. Write a well-developed, organized essay.
  - 4.1 Select and narrow a topic.
  - 4.2 Write to a specific audience with a specific purpose using a formal 3<sup>rd</sup> person voice.
  - 4.3 Develop a plan for the essay.
  - 4.4 Write a focused thesis statement.
  - 4.5 Understand the function of and the methods for developing an introductory paragraph.
  - 4.6 Support the thesis statement through unified and coherent body paragraphs.

- 4.7 Understand the function and methods for developing a concluding paragraph.
- 4.8 Strengthen the essay through editing and revision.
- 4.9 Understand and use modes of composition.
- 4.10 Learn how to avoid plagiarism.
- 5. Engage in the critical reading of fiction and nonfiction.
  - 5.1 Develop skills or strategies for reading nonfiction.
  - 5.2 Develop skills or strategies for reading fiction.
- 6. The student will be aware of the standard of academic honesty in the use of information.
  - 6.1 The student will make educational judgments on information, digital and written.
  - 6.2 The student will follow the plagiarism guidelines found in the Student Rights and Responsibilities section of the IVCC Handbook.

**MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS**

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	1. Review functional grammar, sentence structure, and punctuation. 2. Generate topics for writing. 3. Write a well-developed paragraph. 4. Write a well-developed, organized essay. 5. Engage in the critical reading of fiction and nonfiction.
Second Goal	
To communicate successfully, both orally and in writing, to a variety of audiences.	1. Review functional grammar, sentence structure, and punctuation. 2. Generate topics for writing. 3. Write a well-developed paragraph. 4. Write a well-developed, organized essay. 5. Engage in the critical reading of fiction and nonfiction.
Third Goal	
To develop interpersonal capacity.	4. Write a well-developed, organized essay. 5. Engage in the critical reading of fiction and nonfiction. 6. The student will be aware of the standard of academic honesty in the use of information.

**COURSE TOPICS AND CONTENT REQUIREMENTS:**

- 1. Review of functional grammar and usage
- 2. Review of the conventions of punctuation and mechanics
- 3. Review of the construction of sentences
- 4. Discussion of the concepts of audience and purpose
- 5. A study of the essay
- 6. Critical reading of fiction and nonfiction

7. MLA format
8. Word process all stages of the writing process
9. A study of modes of composition, such as but not limited to narrative, compare/contrast, cause/effect, argument/persuasion, literary analysis, illustration, or process analysis
10. Review plagiarism

#### **INSTRUCTIONAL METHODS:**

1. Active learning strategies
2. Individual and group presentations/projects
3. Optional use of classroom management system—Blackboard
4. Use of rubrics for grading essays
5. Assigned readings and exercises in required text
6. Minimal use of lectures
7. Class discussions
8. Small group work
9. Individual conferences throughout the semester
10. Instructor evaluation of individual writing assignments
11. Peer review
12. Revision of selected writings
13. Web-based instruction

#### **INSTRUCTIONAL MATERIALS:**

Textbooks used in Basic Composition II are at the discretion of the full-time faculty. Part-time faculty members are to use the designated textbook or petition the Dean of the Humanities, Fine Arts, and Social Sciences Division for an alternative.

#### **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

1. Diagnostic writing to verify placement
2. Prewrite and plan essays
3. Four required essays in modes of the instructor's choice, such as but not limited to narrative, compare/contrast, argument/persuasion, cause/effect, literary analysis, illustration, or process analysis
4. Essay-length writing assignments totaling from between 8 to 10 pages (double spaced)
5. Revision of essays
6. Textbook and online exercises
7. Assigned readings
8. Quizzes/tests
9. Class participation
10. Conferences with the instructor
11. Attendance in accordance with the policy of the instructor; no tardiness
12. Grading Scale:
  - 94-100% = A
  - 87-93% = B
  - 80-86% = C
  - Below 80% = F

13. In order to pass the class, 80% of the total points available must be earned.
14. Instructors may require passing students to enroll in ENG 0909 for extra support with their ENG 1001 or ENG 1205 class. ENG 0909 can be taken prior to or concurrently with the next English class.

### **OTHER REFERENCES**

Anker, Susan. *Real Essays*. Bedford/St. Martin's, 2015.

Beason, Larry and Mark Lester. *A Commonsense Guide to Grammar and Usage*. Bedford/St. Martin's, 2015.

Kirszner, Laurie G. and Stephen R. Mandell. *Writing First*. Bedford/St. Martin's, 2015.

Langan, John. *English Skills with Readings*. McGraw-Hill Education, 2015.

Langan, John. *Sentence Skills*. McGraw-Hill Education, 2011.

McWhorter, Kathleen T. *Reflections: Patterns for Reading and Writing*. Bedford/St. Martin's, 2015.

Villarreal, Nora. *Style Book*. IVCC. Available online at <http://www.ivcc.edu/stylebook>.

# Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																																
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment	
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																	
1. Review functional grammar, sentence structure, and punctuation.				X		X	X	X	X			X			X	X	X	X	X									X			X	X	
2. Generate topics for writing.		X	X	X											X	X	X	X	X									X					X
3. Write a well-developed paragraph.				X					X					X	X	X	X	X	X									X			X	X	
4. Write a well-developed, organized essay.				X					X					X	X	X		X									X			X	X		
5. Engage in the critical reading of fiction and nonfiction.		X	X	X				X	X	X								X									X					X	