

Roxbury Community College
English Course Outcome

ENG 101: English Composition I

Guide to the abbreviations used: **W**- Writing **R** – Reading **CR** – Creative Thinking **CRT** – Critical Thinking **T** – Technology **WC** – Writing Center

Outcomes	Activities	Assessment
<ul style="list-style-type: none"> ➤ 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. ➤ Use basic word processing skills. ➤ Integrate prior knowledge and experiences with new knowledge to value connections and to form thoughtful, analytical, and well developed essays. ➤ Pre-write using techniques that expand creative and critical thinking. ➤ Understand the process of writing and learn to successfully utilize drafting, editing, and revising. ➤ Write with an understanding of audience, purpose, and point of view ➤ Write essays with introductions, bodies, and conclusions ➤ Edit essays according to the rules of Standard American English so that the reader is not distracted by grammatical and mechanical errors 	<ul style="list-style-type: none"> ➤ React to essays modeled in a variety of formats (W) (CT) ➤ Recognize a specific format from a variety of sources (editorials, speeches, literature, social sciences, etc.) (R) ➤ Generate checklists for a variety of organizational patterns (CT) (R) ➤ Writing Center Seminar (WC) ➤ In-class writing using Microsoft Word ➤ Drafts and essays completed on Microsoft Word or other word - processing programs ➤ Use relevant passages in assigned readings for journal responses (W) (R) ➤ Use targeted main ideas to generate supporting ideas in free writes and outlines (CT) (CRT) ➤ Writing Center Seminar (WC) ➤ Use a variety of pre-writing techniques such as mapping; brainstorming, free writing, note taking, and outlining (CT) (W) 	<ul style="list-style-type: none"> ➤ Journal writing ➤ Critiques and reviews ➤ Essays graded against a criteria checklist ➤ Reaction journals that demonstrate analytical thinking ➤ Essays and research paper that are typed on a computer and reflect familiarity with basic commands. ➤ Double-entry journal ➤ Appended mapping worksheet for an essay ➤ Appended outline for essays and research papers ➤ Successful editing of rough drafts ➤ Rewriting through peer editing ➤ Edited and revised draft that effectively uses symbols for improvement

Roxbury Community College
English Course Outcome

ENG 101: English Composition I

Guide to the abbreviations used: **W**- Writing **R** – Reading **CR** – Creative Thinking **CRT** – Critical Thinking **T** – Technology **WC** – Writing Center

	<ul style="list-style-type: none">➤ 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 <i>Highlight</i>, <i>Edit</i>, <i>Select</i>, <i>Cut</i> and <i>Paste</i> commands in word processing (WC) (T)➤ Oral presentations as a whole group activity.	<ul style="list-style-type: none">➤ Essay with a targeted audience➤ Essay with a clear purpose and point of view
--	--	---

Roxbury Community College
English Course Outcome

ENG 101: English Composition I

Guide to the abbreviations used: **W**- Writing **R** – Reading **CR** – Creative Thinking **CRT** – Critical Thinking **T** – Technology **WC** – Writing Center

Outcomes for Research	Activities	Assessment
<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> ➤ 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) 	<ul style="list-style-type: none"> ➤ Successful completion of the “Treasure Hunt” ➤ Summary writing ➤ Paraphrasing within an essay <p>Quoting within an essay</p> <ul style="list-style-type: none"> ➤ 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 <p>Research paper with effective summarizing, paraphrasing and quoting</p> <ul style="list-style-type: none"> ➤ Research that integrates outside sources appropriately ➤ Bibliography that is documented according to a specific and assigned format: MLA or AOA

Roxbury Community College
English Course Outcome

ENG 101: English Composition I

Guide to the abbreviations used: **W**- Writing **R** – Reading **CR** – Creative Thinking **CRT** – Critical Thinking **T** – Technology **WC** – Writing Center

	<ul style="list-style-type: none"> ➤ 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 extrapolate theses 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) 	<ul style="list-style-type: none"> ➤ Individual writing conferences ➤ Check assigned essays against portfolio writing including in-class assignments ➤ Append all electronic sources used in writing essays and research papers
--	---	--

Roxbury Community College
English Course Outcome

ENG 101: English Composition I

Guide to the abbreviations used: **W**- Writing **R** – Reading **CR** – Creative Thinking **CRT** – Critical Thinking **T** – Technology **WC** – Writing Center

	<ul style="list-style-type: none">➤ Identify the thesis of a given work by isolating supporting details (R)➤ Determine the author's point of view by generating appropriate questions (R)➤ Determine the genre, format, purpose, and audience by generating appropriate questions (R)➤ Compare and contrast a variety of sources on a single topic, as assigned to individual members of the group: newsprint, essay, webpage, etc. (R)➤ Write an in-class critical evaluation of a source according to a checklist of criteria➤ Respond, in groups, to given questions about an assigned reading (CT) (W)➤ Library Orientation (L)➤ Writing Center Seminar (WC)➤ Library Research lesson (L)➤ Individual student conferences➤ Group evaluations of thesis statements	
--	---	--

Roxbury Community College
English Course Outcome

ENG 101: English Composition I

Guide to the abbreviations used: **W**- Writing **R** – Reading **CR** – Creative Thinking **CRT** – Critical Thinking **T** – Technology **WC** – Writing Center

	<ul style="list-style-type: none">➤ Collaboration seminars for sources in brainstorming and topic-generatingNote-taking, both electronically and on index cards (W)➤ Writing summaries and critiques of sources➤ Writing Center Seminars: <i>Summarizing, Paraphrasing, and quoting; Using MLA; Bibliomaker; Research and the Internet</i>➤ 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 give reading (W)➤ Writing Center seminar (WC)	
--	--	--