Wisconsin Indianhead Technical College

10831103 Intro to College Writing

Course Outcome Summary

Course Information

Description	This transitional course prepares the student for enrollment in Written Communication and introduces basic principles of composition, including organization, development, unity, and coherence in paragraphs and multi-paragraph documents.
Instructional Level	Associate Degree
Total Credits	3.00
Total Hours	48.00

Types of Instruction

Instruction Type	Credits/Hours
Class Presentation	3/48

Course History

Revised By	Andrea Schullo (andrea.schullo)
Last Approval Date	6/30/2014

Target Population

This course is designed as a thin layer general education course.

Pre/Corequisites

Prerequisite   Successful scores placement test or Basic Education coursework.

Course Competencies

1.   Use the process approach to writing
Domain   Cognitive   *Level*   Application   *Status*   Active

Assessment Strategies
1.1.   by preparing written work throughout the course
Criteria

Your performance will be successful when:

1.1.   you employ invention techniques (e.g. mapping, clustering, freewriting, etc.) to generate ideas
1.2.   you draft with little concern for correctness
1.3.   you revise your work as needed
1.4.   you analyze the writing situation (i.e. purpose, audience, scope, and tone)
1.5.   you focus on content (e.g. organization, clarity of ideas, etc.) while revising
1.6.   you understand that editing focuses on "mechanics" and, therefore, should be saved for last.
1.7.   you critique your own writing and others' writing.
1.8.   you accept and use constructive criticism

Learning Objectives

1.a.   Practice at least three invention techniques.
1.b.   Define the characteristics of a writing situation (purpose, audience, scope, tone, etc.).
1.c.   Define the stages of the writing process.
1.d.   Write at least one draft prior to a final copy.
1.e.   Identify errors or problems in writing.
1.f.   Provide feedback to improve own and other's writing.
1.g.   Use feedback to improve writing.

2.   Apply conventions of the English language
Domain   Cognitive   *Level*   Application   *Status*   Active

Assessment Strategies

2.1.   in your written work throughout the course

Criteria

Your performance will be successful when:

2.1.   you employ principles of agreement
2.2.   you use correct tenses
2.3.   you correct grammatical errors in written material
2.4.   you capitalize words correctly
2.5.   you punctuate correctly
2.6.   you verify spelling
2.7.   you use the correct words so intended message is clear (e.g. "unconscious" versus "conscience" or "interfering" versus "intervening")

Learning Objectives

2.a.   Construct sentences that are free of common grammatical errors.
2.b.   Construct sentences that are free of common punctuation errors.
2.c.   Construct sentences that are free of capitalization errors.
2.d.   Construct sentences that are free of spelling errors.

3.   Demonstrate variety in sentence structure
Domain   Cognitive   *Level*   Application   *Status*   Active

Assessment Strategies

3.1.   by writing sentences throughout the course

Criteria

Your performance will be successful when:

3.1.   you compose complete sentences and avoid fragments, run-ons, and comma splices
3.2.   you position modifiers correctly to prevent confusion
3.3.   you delete unnecessary words
3.4.   you compose complete sentences using standard English grammar according to established guidelines
3.5.   you change passive to active voice when appropriate
3.6.   you write sentences using varied structure appropriate to the audience
3.7.   you write in parallel form

Learning Objectives

3.a.   Construct sentences that are free of grammatical errors.

3.b.   Construct sentences that are free of mechanical errors.
3.c.   Explain what type of sentence structure is appropriate for different types of audiences.

4.   Use writing resources
Domain   Cognitive   *Level*   Application   *Status*   Active

Assessment Strategies
4.1.   by using writing resources
4.2.   by participating in peer review

Criteria

Your performance will be successful when:
4.1.   you locate appropriate resources to solve a problem or complete a task
4.2.   you search for information using technology
4.3.   you exchange feedback with peers in completion of writing assignments

Learning Objectives
4.a.   Identify resources that could be used to solve a writing problem.
4.b.   Provide feedback to improve own and other's writing.
4.c.   Use feedback to improve writing.
4.d.   Demonstrate the use of a writing resource to solve a problem or complete a task.

5.   Compose paragraphs that demonstrate various writing patterns
Domain   Cognitive   *Level*   Application   *Status*   Active

Assessment Strategies
5.1.   by developing different types of paragraphs (e.g. narrative, expository)

Criteria

Your performance will be successful when:
5.1.   you employ an appropriate organizational pattern based upon audience, purpose, and subject when writing
5.2.   you employ an appropriate point of view (i.e. person) based upon audience, purpose, and subject and then maintain that point of view throughout a document
5.3.   you create a clear topic sentence that accurately forecasts content
5.4.   you provide support material (e.g. examples, statistics, testimony) in paragraphs
5.5.   you avoid irrelevant or repetitive detail
5.6.   you use transitions to connect ideas

Learning Objectives
5.a.   Define different types of paragraphs.
5.b.   Identify organizational patterns that align with the writing situation.
5.c.   Compose paragraphs that align with the writing situation.
5.d.   Compose well-developed paragraphs.

6.   Analyze information critically
Domain   Cognitive   *Level*   Analysis   *Status*   Active

Assessment Strategies
6.1.   by critically analyzing information

Criteria

Your performance will be successful when:
6.1.   you accurately interpret information
6.2.   you distinguish between fact and opinion
6.3.   you draw logical inferences or conclusions
6.4.   you paraphrase and/or summarize accurately
6.5.   you evaluate resources and information for accuracy and credibility
6.6.   you assess the reliability of resources by checking for bias, propaganda, and accuracy

Learning Objectives

6.a.   Determine if information is accurate, reliable, and credible.
6.b.   Summarize content while maintaining the integrity of the original idea.
6.c.   Paraphrase content while maintaining the integrity of the original idea.
6.d.   Identify strategies used by authors to convey their intent.
6.e.   Construct paragraphs based on the analysis of assigned readings.

7.   Compose multi-paragraph document(s)
Domain   Cognitive   Level   Application   Status   Active

Assessment Strategies
7.1.   by composing one or more documents

Criteria

Your performance will be successful when:
7.1.   you create an appropriate introduction
7.2.   you forecast content
7.3.   you write a clear thesis or purpose statement
7.4.   you support the thesis or purpose statement with well-composed body paragraphs
7.5.   you use transitions to connect paragraphs and ideas within paragraphs
7.6.   you write a conclusion that effectively summarizes the document and provides resolution
7.7.   you maintain a logical point of view

Learning Objectives
7.a.   Develop a thesis statement that clearly defines the purpose of the document.
7.b.   Identify the essential components of a multi-paragraph document.
7.c.   Incorporate aspects of sentence structure, paragraph structure, and the writing process in a well-developed, multi-paragraph document.