Course Outline ENG 1100

College Writing UCC 2.0

**Course Description:**

A workshop course in which students read about writing practice and theory and learn strategies for developing and revising pieces of non-fiction writing.  Students share their writing with the instructor and their peers, get feedback on drafts, and consider this feedback as they progress through the writing process. At least one writing project will be developed over four different drafts. At the end of the course, students will submit a portfolio of their best revised work done over the course of the semester.  
 **UCC Area B Student Learning Outcomes:**

1. **Generate and develop ideas through a process of multiple written drafts and extensive revision in response to feedback from peers and from the instructor.**

Assessments for SLO 1  
Students will be assessed on their completion of writing projects at various stages of the writing process such as: short write-to-discover exercises, short initial drafts, revised drafts, reflective writing, self-assessments, revision plans, and final drafts. Initial stages of writing projects may be ungraded (other than receiving a grade for completion of the assignments) and may receive minimal feedback; however, as students move through the process of revision, they will receive feedback from other students as well as the instructor.

1. **Demonstrate an awareness of how content and structure are shaped by rhetorical elements of writing such as genre, purpose, and audience.**

Assessments for SLO 2  
Students will read and/or watch material which introduces them to the rhetorical elements of writing and will demonstrate a familiarity with these concepts through writing exercises and in-class discussion. They will demonstrate their awareness or how rhetorical elements have shaped their own writing through reflective writing that explains how rhetorical elements shaped their writing and revision process.

1. **Utilize write-to-learn activities to show how writing is a process of discovery and communication.**

Assessments for SLO 3  
Students will be assessed on their completion of writing-to-learn activities that emphasize that writing is not merely a method of communicating what is known but is also a method for discovery and exploration. This early writing will be assessed on timely completion of activities but not graded on the quality of the writing. However, some of this exploratory writing will build towards rough and revised drafts that will be assessed for a variety of criteria including demonstration of significant revision, rhetorical awareness, and quality of writing.

1. **Integrate the written and/or spoken words and ideas of other people into students' own writing, applying how to quote, paraphrase, summarize, and synthesize those sources.**

Assessments for SLO 4  
Students will demonstrate the skills above in at least one multiple-draft writing project.

1. **Produce a total of at least 12 pages of finished writing during the semester that has been revised and copy-edited.**

Assessments for SLO 5  
At the end of the semester, students will be assessed on a final portfolio which includes at least 12 pages of finished writing that has received feedback and that has been extensively revised and copy-edited. This portfolio may include documentation of the revision process including such items as drafts, feedback notes, revision plans, and reflective writing.