

English Cluster

Communications: Develop effective reading, writing, speaking, listening, and nonverbal communication skills for a variety of audiences.

Course used for Measurement: ENC 1101 – College Composition I

Course learning outcomes

- Demonstrate the strategies and techniques used in planning an essay, including developing a thesis, determining the purpose and audience of an essay.
- Compose essays that demonstrate critical thinking and writing skills, such as providing relevant and comprehensive support for ideas, and writing unified and coherent prose.
- Successfully use logical organization, effective diction, sentence structure, and the grammar rules of standard American English.
- Analyze the writing of others, both peers and professional writers, and in doing so demonstrate critical thinking and reading skills.
- Revise and edit own essays as a part of the writing process.
- Demonstrate readiness to move on to ENC 1102.

Course Learning Outcome Measured (Two Components)

- Successfully use logical organization, effective diction, sentence structure, and the grammar rules of standard American English.
 - Fluency
 - Organization

Definitions

For

Organization and Fluency

Organization

Good introduction; Good placement of details; Effective transitions; Information logically presented; Strong conclusion, Links with introduction.

Fluency

Precise language; Strong verbs; Specific, Concrete nouns; Original phrasing; Fluid, Easy to follow; Varied sentence lengths; Varied sentence structure.

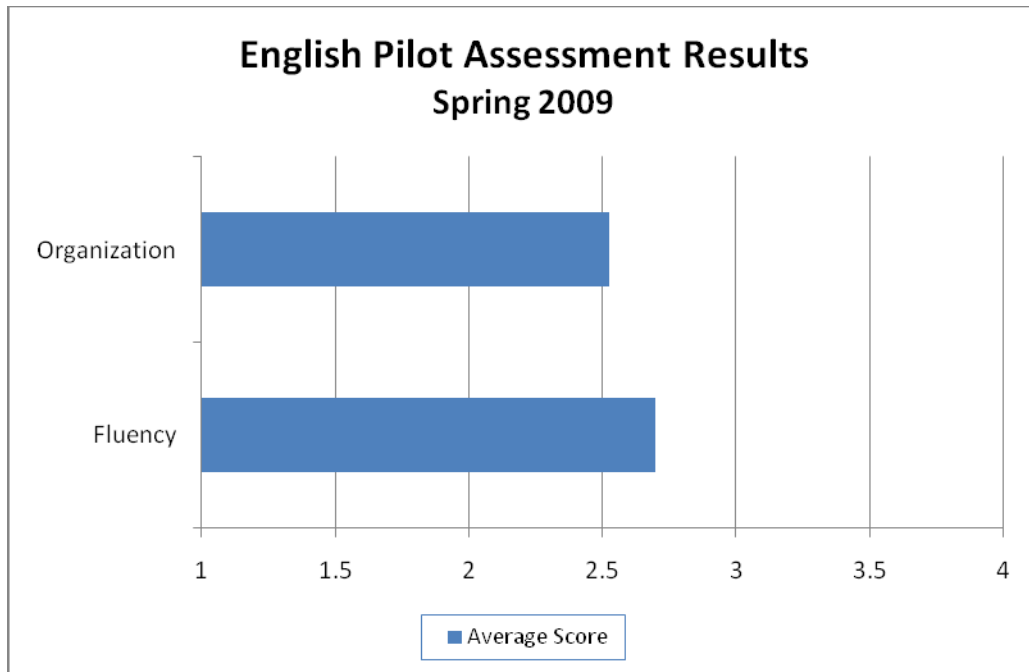
Levels of Effectiveness

4 = Outstanding

3 = Good

2 = Acceptable

1 = Unacceptable



Course learning outcome Components targeted for improvement

Since the outcomes for both components were so similar, the English faculty developed strategies to improve both components – fluency and organization.

Strategies for improvement

- Fluency – Require students to read papers aloud to a peer (collaborate) to identify (hear and see) problems with fluency.
- Organization – Students will prepare a descriptive outline prior to writing the first draft. After students have written their papers, they will compare their initial draft to the outline, followed by self-reflection of the organization of the draft; then they will consider improvement techniques.

Faculty will consult the following sources in the process:

Black, Stephen. "Descriptive Outlines." *Memos for Developmental Writers*.

Southwest Tennessee Community College, 2006. Web. 15 Nov. 2009.

Bruffee, Kenneth A. *Short Course In Writing: Composition, Collaborative Learning, and Constructive Reading*. New York: Longman, 2006. Print.

Elbow, Peter, Pat Belanoff. *A Community of Writers: A Workshop Course in Writing*. McGraw-Hill, 2000. Web. 15 Nov, 2009.