



Composition I Workshop sections allow students to work on English Composition I reading and writing assignments in a way that is paced, encourages full comprehension of the reading, and provides guidance during revision.

### **III. Statement of Course Need**

- A. This course meets the needs of students who, for a variety of reasons, require additional support in reading and writing to do well in English Composition I.
- B. This course does not have a Lab component.
- C. This course is not designed for transfer.

### **IV. Place of Course in College Curriculum**

This course is neither an elective nor a General Education Elective. This is a three-hour, non-credit course. It provides an opportunity for students who barely place into developmental work to take English Composition I (a requirement for all RVCC degrees) concurrently with reading/writing support.

**V. Outline of Course Content:** The three content components of English Composition I (A-C on the ENGL 111 outline) are also included in the content of English Composition I Workshop, with emphasis on the use of the computer as a learning tool in the Workshop portion.

- A. Reading
  - 1. Critical reading of non-fiction texts with an emphasis on recognizing and analyzing the author's argument.
  - 2. Making connections between authors' arguments
  - 3. Practicing basic and advanced effective reading strategies (like annotation) that allow students to strengthen their reading comprehension skills and their analysis and evaluation of various English Composition I texts
- B. Writing
  - 1. Process (prewriting, drafting, reviewing, revising)
  - 2. Producing essays that analyze and synthesize the authors' arguments
  - 3. Articulating, developing, and sustaining the student's thesis
  - 4. Grammar, usage, and mechanics
- C. Information Literacy
  - 1. Library instruction
  - 2. MLA documentation style
  - 3. Responsible use of research material

**VI. General Education and Course Learning Outcomes:** These are the same for Workshop as they are for English Composition I.

#### **A. General Education Learning Outcomes:**

**At the completion of the course, students will be able to:**

1. Apply the writing process: invent, draft, revise and edit using the conventions of academic writing. (NJCCC Core SLO)
2. Analyze and synthesize textual evidence to produce academic writing with attribution. (NJCCC Core SLO)
3. Compose essays that assert and develop a debatable thesis statement by using relevant evidence in academic discourse. (NJCCC Core SLO)
4. Evaluate and integrate sources using proper documentation. (NJCCC Core SLO)

**B. Course Learning Outcomes: same as above**

**C. Assessment Instruments**

This course may employ the following assessment methods:

1. formal out-of-class essays
2. in-class timed essays
3. research papers
4. journals
5. portfolios
6. class participation

**VII. Grade Determinants**

- A. 25 pages of text-based, graded writing
- B. 4-5 out-of-class essays of 4-8 pages
- C. A minimum of 3 in-class timed essays (including the final in-class essay)
- D. At least one out-of-class essay involving text-based research
- E. A common departmental final in-class essay synthesizing 2 or more texts
- F. Requirement that at least 80% of the student's final grade be derived from graded essays, with the following ranges: 45-55% of the final grade should be out-of-class essays, 25-35% should be in-class timed essays, and 10-20% should be class participation and preparation.
- G. Class preparation and participation

Students will be assigned a pass/fail grade for this course that corresponds to the grade in English Composition I. A grade of A through D in English Composition I will correspond to a P (pass) grade; a grade of F in English Composition I will correspond to an F (fail) grade.

This course may include the following modes of teaching:

- A. lecture/discussion
- B. small-group work

- C. computer-assisted instruction
- D. guest speakers
- E. student oral presentations
- F. student collaboration

### **VIII. Texts and Materials**

The following types of course materials may be used:

- A. Textbook of readings such as:
  - 1. Gerald Graff, Cathy Birkenstein, and Russel Durst, *They Say, I Say: With Readings* (current edition)
- B. Film
- C. Audio sources
- D. Web sources

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

### **IX. Resources**

- A. Computer lab with a word processing program, access to the Internet, and the ability to run software formatted on a CD.
- B. Library instruction

### **X. Honors Options**

There is no Honors Option for this course.