

CT State Community College Course Outline Template: Fall 2023

This template should be used by faculty to create an official record of a course for inclusion in the CT State Community College catalog. A completed template must be submitted for every course to be moved to the single college catalog.

COURSE TITLE: Title to appear in the catalog (note: Banner has a 30-character limit)	Composition
COURSE CODE: 3-letter subject code and number (include cross-listed code & number if applicable)	ENG 1010
CREDIT HOURS: Number of credits awarded for successful completion of course	3
CONTACT HOURS: Number of hours of instruction time (i.e., hours of contact between students and instructor)	Lecture: 3 Lab: Clinical: Other (e.g., studio):
BILLING HOURS: Number of credits for which students are charged	3
ADDITIONAL FEES Check all that apply	<input type="checkbox"/> Supplemental Course Fee Level 1 <input type="checkbox"/> Supplemental Course Fee Level 2 <input type="checkbox"/> Advanced Manufacturing Course Fee <input type="checkbox"/> Material Fee <input type="checkbox"/> Other: <input checked="" type="checkbox"/> None
WORKLOAD HOURS: Number of hours used to determine faculty workload	3
PREREQUISITES: Courses for which students must be eligible and/or courses that must be completed (with minimum grade specified) to enroll	Placement as determined by placement process.
COREQUISITES:	NA

CT State Community College Course Outline Template

Courses in which students must be concurrently enrolled	
<p>COURSE DESCRIPTORS:</p> <p>For example: General Education course (include category), Clinical, Lab, Studio, Distance Learning, Seminar, Practicum. Use designated codes: (once developed)</p>	Lecture and workshop
<p>CATALOG COURSE DESCRIPTION:</p> <p>The description to appear in the catalog</p>	Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments.
<p>STUDENT LEARNING OUTCOMES:</p> <p>The student learning outcomes for the course should be assessable (e.g., consistent with Bloom’s taxonomy) and aligned with program outcomes (where applicable).</p>	<p>Upon successful completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. <i>Respond to Rhetorical Situations</i> <ul style="list-style-type: none"> ▪ Adapt writing as audience and purpose requires ▪ Develop and apply an independent writing process that includes generating, revising, editing, and proofreading ▪ Reflect on and explain writing choices regarding audience and purpose 2. <i>Engage with and Use Authoritative Sources</i> <ul style="list-style-type: none"> ▪ Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence) ▪ Employ effective annotation skills to the reading of complex texts ▪ Locate and evaluate sources appropriate to the rhetorical situation ▪ Interpret and analyze argument, evidence, and rhetorical strategies in complex texts ▪ Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material ▪ Demonstrate critical and evaluative reading comprehension ▪ Write accurate summaries and paraphrases of complex texts and differentiate these from student’s own writing

CT State Community College Course Outline Template

	<ul style="list-style-type: none"> ▪ Respond to an argument in a complex text and synthesize perspectives in multiple texts ▪ Integrate complex texts to fulfill the rhetorical purpose <p>3. <i>Craft Logical Arguments</i></p> <ul style="list-style-type: none"> ▪ Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions ▪ Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material ▪ By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts <p>4. <i>Apply Language Conventions</i></p> <ul style="list-style-type: none"> ▪ Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations ▪ Cite varied sources in MLA citation style
<p>TOPICS OUTLINE: The instructional units in which the above outcomes will be taught and assessed.</p>	<p>The bulleted items listed in the outcomes clearly point to the topics addressed in this class. These outcomes might be realized through varied instructional strategies including:</p> <ol style="list-style-type: none"> 1. lectures, 2. critical reading and writing and research activities, 3. class discussions, 4. workshops.
<p>TERMS OFFERED Please check all that apply</p>	<p><input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer</p>
<p>COURSE MODALITY Please check all that apply</p>	<p><input checked="" type="checkbox"/> On-ground <input checked="" type="checkbox"/> Online (asynchronous or synchronous) <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Other (specify): LRON</p>
<p>ADDITIONAL INFORMATION: If applicable, include any special instructions or requirements (e.g.,</p>	<p>English courses may include opportunities to visit museums, attend plays, etc., that could incur additional costs.</p>

CT State Community College Course Outline Template

field work or background check required) as well as any recommended texts or materials (e.g., open-source materials)	
CLASSROOM REQUIREMENTS (e.g., Computer lab, Kitchen, Science lab, Studio, Lecture)	Computer / writing lab