2013.100

# University of Hawaii Maui College
# ENG 22 - Introduction to Composition

1. **Course Alpha. Please click on the ? to the right for help.**

   ENG

2. **Course Number. Please click on the ? to the right for help.**

   22

3. **Course Title/Catalog Title. Please click on the ? to the right for help.**

   Introduction to Composition

4. **Number of Credits. Please click on the ? to the right for help.**

   3

5. **Contact Hours/Type. Please click on the ? to the right for help.**

   - Hour lecture (3)

6. **Course Description. Please click on the ? to the right for help.**

   Develops college-level writing skills.  Students engage in a writing process that includes generating ideas, organizing ideas, drafting, revising, and editing for sentence-level errors; students employ varied rhetorical strategies to produce short compositions that effectively develop a main point while appealing to an appropriate audience and purpose.  Students also learn and practice basic academic conventions for incorporating information from sources into their writing.

7. **Pre-Requisites. Please click on the ? to the right for help.**

   ENG 19 with grade C or better, or placement at ENG 22, or consent.

8. **Co-requisites.**

   None.

9. **Recommended Preparation.**

   None.

10. **Is this a cross-listed course? Please click on the ? to the right for help.**

    NO

11. **Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.**

    This modification updates the description to reflect recognized best practices and aligns with system-wide agreement on SLOs.

12. **Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.**

    Spring 2015

13. **Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.**

    - Other, use next box (0)

    Letter grade only (including N grade)/No Audit

14. **Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.**

    NO

15. **Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.**

| Course SLO/Competency | Revise for clear sentences that reflect Standard English usage and conventions. | Use language and style appropriate for an audience and writing purpose. | Identify and correct basic problems in grammar, punctuation, and mechanics. | Demonstrate varied strategies to generate and explore ideas | Appropriately narrow a meaningful topic to suit the requirements of an assignment. | Apply varied rhetorical strategies to respond to varied writing situations. | Engage in effective reading strategies | Communicate comprehension of reading material by writing accurate summaries. | Integrate source material using signal phrases and parenthetical citations. | Compose basic works cited entries. |
|---|---|---|---|---|---|---|---|---|---|---|
| Effectively use a | ☑ | ☑ | ☑ | ☑ | | | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback. | ☑ | ☑ | ☑ | ☑ | | | | | | | | |
| Write compositions that have a main point and supporting ideas developed with specific, logically organized details. | | | | | | ☑ | ☑ | | | | | |
| Integrate source material according to academic conventions. | | | | | | | | | ☑ | ☑ | ☑ | ☑ |
| Proofread for effective grammar, word choice, punctuation, and spelling. | ☑ | | ☑ | | | | | | | | | |

| Course SLO |
|---|
| Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback. |
| Write compositions that have a main point and supporting ideas developed with specific, logically organized details. |
| Integrate source material according to academic conventions. |
| Proofread for effective grammar, word choice, punctuation, and spelling. |

16. **Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

| Competency |
|---|
| Revise for clear sentences that reflect Standard English usage and conventions. |
| Use language and style appropriate for an audience and writing purpose. |
| Identify and correct basic problems in grammar, punctuation, and mechanics. |
| Demonstrate varied strategies to generate and explore ideas |
| Appropriately narrow a meaningful topic to suit the requirements of an assignment. |
| Apply varied rhetorical strategies to respond to varied writing situations. |
| Engage in effective reading strategies. |
| Communicate comprehension of reading material by writing accurate summaries. |
| Integrate source material using signal phrases and parenthetical citations. |
| Compose basic works cited entries. |

17. **Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

    1-5 weeks: Paragraphs
    14-16 weeks: Sentence-level proofreading/editing skills.
    11-15 weeks: Essays

18. **Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

    This is a pre-college course that prepares students to demonstrate PLOs in subsequent college level courses.

19. **College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.**

| **Creativity** - Able to express originality through a variety of forms. |
|---|

| | | |
|---|---|---|
| | **Critical Thinking** - Apply critical thinking skills to effectively address the challenges and solve problems. | |
| ☑ | **Information Retrieval and Technology** - Access, evaluate, and utilize information effectively, ethically, and responsibly. <br> ☑ Preparatory Level | |
| | **Oral Communication** - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. | |
| | **Quantitative Reasoning** - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. | |
| ☑ | **Written Communication** - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <br> ☑ Preparatory Level | |

| GenED SLO |
|---|
| Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly. |
| Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes. |

**20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.**

**21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.**

- Cable TV (0)
- Classroom/Lab (0)
- HITS/Interactive TV (0)
- Hybrid (0)
- Online (0)

**22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.**

Appropriate text(s), computer programs, and other materials will be chosen by the instructor at the time of the course.
Examples include:
Close, Barbara Fine. *A Troubleshooting Guide for Writers*. Boston: McGraw Hill, 2012.
*MyWritingLab* from Pearson Publishing

**23. Maximum enrollment. Please click on the ? to the right for help.**

20

**24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.**

NO

**25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.**

NO

**26. Are special or additional resources needed for this course? Please click on the ? to the right for help.**

No.

**27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.**

NO

**28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.**

No.

**. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.**

| Degree | Program | Category |
|---|---|---|
| Associate in | | |

| Associate in Arts: | | |
|---|---|---|
| AS: | | |
| AAS: | | |
| BAS: | | |
| Developmental/ Remedial: | Developmental | |

**30.** Course designation(s) for other colleges in the UH system.

Eng 22, UHCC.

**31.** Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

p. 115 of the 2013-2014 UHMC Catalog

**32.** College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

| | | |
|---|---|---|
| **Standard 1 - Written Communication**<br>Write effectively to convey ideas that meet the needs of specific audiences and purposes. | | |
| Outcome 1.1 - Use writing to discover and articulate ideas. | | 3 |
| Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication. | | 3 |
| Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences. | | 3 |
| Outcome 1.4 - Gather information and document sources appropriately. | | 3 |
| Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement. | | 3 |
| Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content. | | 3 |
| Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics. | | 3 |
| Outcome 1.8 - Demonstrate proficiency in revision and editing. | | 3 |
| Outcome 1.9 - Develop a personal voice in written communication. | | 3 |
| **Standard 2 - Quantitative Reasoning**<br>Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately. | | |
| Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately. | | 0 |
| Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate. | | 0 |
| Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving. | | 0 |
| Outcome 2.4 - Formulate and test hypotheses using numerical experimentation. | | 0 |
| Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results. | | 0 |
| Outcome 2.6 - Assess the validity of statistical conclusions. | | 0 |
| **Standard 3 - Information Retrieval and Technology.**<br>Access, evaluate, and utilize information effectively, ethically, and responsibly. | | |
| Outcome 3.1 - Use print and electronic information technology ethically and responsibly. | | 2 |
| Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology. | | 1 |
| Outcome 3.3 - Recognize, identify, and define an information need. | | 1 |

| | |
|---|---|
| Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information. | 1 |
| Outcome 3.5 - Create, manage, organize, and communicate information through electronic media. | 3 |
| Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use. | 1 |
| **Standard 4 - Oral Communication**<br>Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. | |
| Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication. | 0 |
| Outcome 4.2 - Gather, evaluate, select, and organize information for the communication. | 0 |
| Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion. | 0 |
| Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion. | 0 |
| Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed. | 0 |
| Outcome 4.6 - Use competent oral expression to initiate and sustain discussions. | 0 |
| **Standard 5 - Critical Thinking**<br>Apply critical thinking skills to effectively address the challenges and solve problems. | |
| Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information. | 1 |
| Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem. | 1 |
| Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses. | 1 |
| Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis. | 1 |
| Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence. | 1 |
| Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence. | 1 |
| Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions. | 1 |
| Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning. | 0 |
| Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others. | 1 |
| **Standard 6 - Creativity**<br>Able to express originality through a variety of forms. | |
| Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking. | 1 |
| Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge. | 1 |
| Outcome 6.3: Sustain engagement in activities without a preconceived purpose. | 2 |
| Outcome 6.4: Apply creative principles to discover and express new ideas. | 2 |
| Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction | 2 |
| Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions. | 1 |

**33. Additional Information**