

Washtenaw Community College Comprehensive Report

ENG 051 Basic Writing Effective Term: Winter 2024

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English

Course Number: 051

Org Number: 11300

Full Course Title: Basic Writing

Transcript Title: Basic Writing

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission:

Change Information:

Consultation with all departments affected by this course is required.

Total Contact Hours

Distribution of contact hours

Rationale: Need to update contact hour information and course description.

Proposed Start Semester: Winter 2024

Course Description: In this course, inexperienced writers will gain confidence writing formal English sentences and paragraphs in and out of class. Satisfactory/unsatisfactory grading is used. Satisfactory completion of ENG 051 is required to advance to ENG 091 and will raise the student's Academic Writing level to 3. Students are required to complete Writing Center assignments outside of class. This class is not intended for students who speak English as their second language. The title of this course was previously Basic Writing II.

Course Credit Hours

Variable hours: Yes

Credits: 4

Lecture Hours: Instructor: 60 Student: 60

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 60 Student: 60

Repeatable for Credit: NO

Grading Methods: S/U (for courses numbered below 100)

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

Requisites

Prerequisite

Academic Reading Level 3; Academic Writing Level 2

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Demonstrate satisfactory-level skill, as set by the department, at independently writing an in-class, 8-14 sentence paragraph, with correct sentence boundaries, subject-verb agreement, verb use (past v. present), academic language and transitional phrases under the observation of the instructor without the benefit of electronic or other means of assistance.

Assessment 1

Assessment Tool: In-class Writing (paragraph)

Assessment Date: Fall 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: English 050/051 students within the last 3 weeks of the semester

Number students to be assessed: At least half of the sections, selected at random.

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 75% of the students will score satisfactory on 70% or more (7 of 10) of the capstone writing assessment.

Who will score and analyze the data: Full-time departmental faculty

Course Objectives

1. Note: Although instructors may approach objectives using a variety of handouts, texts and classroom activities, all objectives must be taught and evaluated in all sections. Each instructor must assign at least 4 paragraph styles ranging from at least 8-14 sentences in length from the following styles: narration, description, comparison/contrast, summary, persuasion, formal letter, example, process, definition, cause/effect or classification.
2. Develop a topic through prewriting using a variety of methods (i.e. cluster, list, graphic organizer).
3. Identify and write a topic sentence.
4. Complete multiple drafts using supporting details and transitional phrases.
5. Revise draft for clarity after working with peers, instructor or tutor, adjusting for appropriateness with regard to subject, audience and purpose.
6. Proofread for grammar/usage errors, and English writing conventions (i.e. capitalization, spelling and punctuation).
7. Type and format writing using current MLA standards.

New Resources for Course

Course Textbooks/Resources

Textbooks

Langan, J.. *English Essentials*, 2nd ed. Townsend Press, 2015

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Other: Document Camera

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Carrie Krantz</i>	<i>Faculty Preparer</i>	<i>Oct 11, 2023</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Oct 12, 2023</i>
Dean: <i>Anne Nichols</i>	<i>Recommend Approval</i>	<i>Oct 25, 2023</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Nov 14, 2023</i>
Assessment Committee Chair: <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Nov 15, 2023</i>
Vice President for Instruction: <i>Brandon Tucker</i>	<i>Approve</i>	<i>Nov 17, 2023</i>

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ENG 051 Basic Writing Effective Term: Winter 2024

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English

Course Number: 051

Org Number: 11300

Full Course Title: Basic Writing

Transcript Title: Basic Writing

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Course title

Course description

Pre-requisite, co-requisite, or enrollment restrictions

Rationale: Three-year review.

Proposed Start Semester: Fall 2023

Course Description: In this course, students will complete more advanced individual and Writing Center assignments. Inexperienced writers will gain confidence writing formal English sentences and paragraphs in and out of class. Satisfactory/unsatisfactory grading is used. Satisfactory completion of ENG 051 is required to advance to ENG 091 and will raise the student's Academic Writing level to 3. This class is not intended for students who speak English as their second language. The title of this course was previously Basic Writing II.

Course Credit Hours

Variable hours: Yes

Credits: 4

Lecture Hours: Instructor: 45 to 60 **Student:** 45 to 60

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 to 60 **Student:** 45 to 60

Repeatable for Credit: NO

Grading Methods: S/U (for courses numbered below 100)

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

Requisites

Prerequisite

Academic Reading Level 3; Academic Writing Level 2

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Demonstrate satisfactory-level skill, as set by the department, at independently writing an in-class, 8-14 sentence paragraph, with correct sentence boundaries, subject-verb agreement, verb use (past v. present), academic language and transitional phrases under the observation of the instructor without the benefit of electronic or other means of assistance.

Assessment 1

Assessment Tool: In-class Writing (paragraph)

Assessment Date: Fall 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: English 050/051 students within the last 3 weeks of the semester

Number students to be assessed: At least half of the sections, selected at random.

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 75% of the students will score satisfactory on 70% or more (7 of 10) of the capstone writing assessment.

Who will score and analyze the data: Full-time departmental faculty

Course Objectives

1. Note: Although instructors may approach objectives using a variety of handouts, texts and classroom activities, all objectives must be taught and evaluated in all sections. Each instructor must assign at least 4 paragraph styles ranging from at least 8-14 sentences in length from the following styles: narration, description, comparison/contrast, summary, persuasion, formal letter, example, process, definition, cause/effect or classification.
2. Develop a topic through prewriting using a variety of methods (i.e. cluster, list, graphic organizer).
3. Identify and write a topic sentence.
4. Complete multiple drafts using supporting details and transitional phrases.
5. Revise draft for clarity after working with peers, instructor or tutor, adjusting for appropriateness with regard to subject, audience and purpose.
6. Proofread for grammar/usage errors, and English writing conventions (i.e. capitalization, spelling and punctuation).
7. Type and format writing using current MLA standards.

New Resources for Course

Course Textbooks/Resources

Textbooks

Langan, J.. *English Essentials*, 2nd ed. Townsend Press, 2015

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Other: Document Camera

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Aaron Anderson</i>	<i>Faculty Preparer</i>	<i>May 30, 2023</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Jun 06, 2023</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Jun 07, 2023</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Oct 03, 2023</i>
Assessment Committee Chair: <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Oct 06, 2023</i>
Vice President for Instruction: <i>Victor Vega</i>	<i>Approve</i>	<i>Oct 06, 2023</i>

Washtenaw Community College Comprehensive Report

ENG 051 Basic Writing II Effective Term: Winter 2018

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English/Writing

Discipline: English

Course Number: 051

Org Number: 11310

Full Course Title: Basic Writing II

Transcript Title: Basic Writing II

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Course description

Outcomes/Assessment

Objectives/Evaluation

Rationale: Course Review

Proposed Start Semester: Winter 2018

Course Description: This class is not intended for students who speak English as their second language. This is a continuation of English 050, and inexperienced writers will gain confidence writing formal English sentences and paragraphs in and out of class. Students will complete more advanced individual and Writing Center assignments. Satisfactory/unsatisfactory grading is used. Satisfactory completion of ENG 051 is required to advance to ENG 090 and will raise the student's Academic Writing level to 3.

Course Credit Hours

Variable hours: Yes

Credits: 4

Lecture Hours: Instructor: 45 to 60 **Student:** 45 to 60

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 to 60 **Student:** 45 to 60

Repeatable for Credit: NO

Grading Methods: S/U (for courses numbered below 100)

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

Requisites

Prerequisite

ENG 050 minimum grade "S"

Corequisite

ENG 000

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Demonstrate satisfactory-level skill, as set by the department, at independently writing an in-class, 8-14 sentence paragraph, with correct sentence boundaries, subject-verb agreement, verb use (past v. present), academic language and transitional phrases under the observation of the instructor without the benefit of electronic or other means of tutorial intervention.

Assessment 1

Assessment Tool: In-class Writing (paragraph)

Assessment Date: Fall 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: English 050/051 students within the last 3 weeks of the semester

Number students to be assessed: At least half of the sections, selected at random.

How the assessment will be scored: The assessment will be blind-scored by faculty using departmentally developed rubric.

Standard of success to be used for this assessment: Seventy-five percent of the students will score satisfactory on 70% or more (7 of 10) of the capstone writing assessment.

Who will score and analyze the data: Full-time faculty in the English department will participate in the blind-scoring and analysis of data.

Course Objectives

1. Note: Although instructors may approach objectives using a variety of handouts, texts and classroom activities, all objectives must be taught and evaluated in all sections. Each instructor must assign at least 4 paragraph styles ranging from at least 8-14 sentences in length from the following styles: narration, description, comparison/contrast, summary, persuasion, formal letter, example, process, definition, cause/effect or classification.
2. Develop a topic through prewriting using a variety of methods (i.e. cluster, list, graphic organizer).
3. Identify and write a topic sentence.
4. Complete multiple drafts using supporting details and transitional phrases.
5. Revise draft for clarity after working with peers, instructor or tutor, adjusting for appropriateness with regard to subject, audience and purpose.
6. Proofread for grammar/usage errors, and English writing conventions (i.e. capitalization, spelling and punctuation).
7. Type and format writing using current MLA standards.

New Resources for Course

Course Textbooks/Resources

Textbooks

Henry, D. J. & Kindersley, Dorling . *Writing for Life: Sentences and Paragraphs*, ed. Pearson, 2016

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Other: Document Camera

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Ernest Querijero</i>	<i>Faculty Preparer</i>	<i>Feb 02, 2017</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Feb 22, 2017</i>
Dean: <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Feb 23, 2017</i>
Curriculum Committee Chair: <i>David Wooten</i>	<i>Recommend Approval</i>	<i>Mar 16, 2017</i>
Assessment Committee Chair: <i>Ruth Walsh</i>	<i>Recommend Approval</i>	<i>Mar 19, 2017</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Mar 23, 2017</i>