

# Anoka-Ramsey Community College

## ENGL 0890: Preparing for College Writing

### A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

This course requires any of these four prerequisites

A score of 28 on test Accuplacer Reading Comprehension

A score of 220 on test Accuplacer NG Reading

A score of 28 on test Multiple Measures move into Engl 0890

A score of 220 on test Multiple Measures move into Engl 0890

Corequisites: None

MnTC Goals: None

Entry into this course is based on the student's score on the college's placement test. Its purpose is to introduce all of the skills and habits necessary for success in English 0990 and English 1120, which are taken together after the student passes this course. This course provides opportunities to develop confidence, competence, and fluency through practice in writing processes. Students will read college-level texts and write college-level essays while also reviewing sentence and punctuation strategies and paragraph structure for each major assignment.

**B. COURSE EFFECTIVE DATES:** 06/01/1998 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. The writing process: prewriting, drafting, revising, editing, proofreading
2. Elementary sentence, paragraph, and essay structure
3. Sentence punctuation strategies: run-ons, comma splices, fragments, and common usage issues. This is often done within the context of the student's own writing.
4. Composition vocabulary: discussing writing with commonly accepted terminology
5. Reading and study of student and/or professional essays
6. Habits of effective writing processes
7. Accessing student resources and support services
8. Various forms of writing, including expository and argumentative essays; no more than one major expressive/personal narrative assignment
9. Major emphasis is on essay writing, not single-paragraph writing
10. All essays should be multiple pages and at least one essay should be source-based using a documentation style, such as MLA, for both in-text and end-of-text citations

#### **D. LEARNING OUTCOMES (General)**

1. Demonstrate increased competence and fluency in writing
2. Practice and demonstrate the writing process
3. Demonstrate the use of a computer in the writing process
4. Demonstrate improved word choice, sentence structure, and punctuation choice
5. Recognize paragraph and essay coherence. Begin to write competent, unified drafts.
  - a. write topic sentences
  - b. support points with examples and illustrations
6. Read own and others' writing with increased insight and comprehension
  - a. read actively by marking the text, taking notes, and questioning the writer's assertions
  - b. summarize accurately
7. Write with an awareness of audience:
  - a. establish a focus by writing a thesis statement
  - b. use appropriate tone and diction
  - c. use a clear pattern of organization
  - d. write an introduction that engages the reader
  - e. write a conclusion that brings closure to the essay
  - f. use an accepted format for a college paper
8. Demonstrate improving abilities as a developing writer by:
  - a. attending class regularly, prepared and on-time
  - b. participating actively
9. Use campus resources necessary for academic success, including, but not limited to the Academic Support Center and the Library
10. Use summary, paraphrase, and quotation to include outside sources in an essay
11. Use a documentation system, such as MLA, to correctly identify and acknowledge the use of outside sources in an essay

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted