

# Anoka-Ramsey Community College

## ENGL 0990: Cross-Current Composition

### A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: 2

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

This course requires any of these five prerequisites

ENGL 0890 - Preparing for College Writing (Minimum grade: 2.0 GPA Equivalent)

A score of 54 on test Accuplacer Reading Comprehension

A score of 236 on test Accuplacer NG Reading

A score of 54 on test Multiple Measures move up Engl 0990/1120

A score of 236 on test Multiple Measures move up Engl 0990/1120

Corequisites: None

MnTC Goals: None

Prerequisites: English 0890 with a grade of C or better or achievement of the recommended scores on the measures used for placement. In addition, co-requisite registration in ENGL 1120 is required.

Recommended Skills, Abilities, or Coursework: If students placed into ENGL 0890, then READ 0910 and READ 0990 are also required. If students do not place into ENGL 0890 and READ 0910, then READ 0990 is strongly recommended.

This composition course is for students who need a more intensive review of paragraph development and standard American-written English (grammar, punctuation, and sentence structure) than ENGL 1120 alone provides. This course also introduces the processes and strategies of essay writing from first thoughts through revision to the final, edited college-level essay. Success in this course relies heavily on attendance and participation, which will make up a large percentage of the final grade. Students are required to register for and complete both this course and ENGL 1120 to complete their college-level writing requirement (MnTC Goal 1A).

**B. COURSE EFFECTIVE DATES:** 12/01/2015 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Topic selection and clear, well-focused thesis statements
2. Strategies for composing, developing, and supporting introductions, body paragraphs, and conclusions
3. Evidence gathering and selection to support the thesis and each main idea
4. Paragraph and essay organization; using transitions effectively
5. Correct, clear, and effective sentences, focusing especially on editing for fragments, comma splices, and run-on (or fused) sentences
6. Correct spelling and usage; choosing effective words, tone, etc.
7. Correct punctuation and mechanics; correct documentation, such as MLA in-text and end-of-text citations
8. Multiple drafts and process or reflective writing to aid meta-cognition
9. Discussing problems (non-cognitive issues) interfering with the students' progress in ENGL 0990 and ENGL 1120

**D. LEARNING OUTCOMES (General)**

1. Write for a range of purposes and specific audiences
2. Demonstrate an awareness of the writing process, from idea to draft to revision, incorporating feedback from multiple sources
3. Use various methods to organize topics around the thesis and use logical transitions
4. Use various methods to develop and support the thesis and topics with adequate, relevant, specific, and persuasive evidence (e.g., examples, details, facts, statistics, expert testimony, etc.), and use a documentation system such as MLA to acknowledge and cite the use of outside sources
5. Apply editing control over sentence structures and word use
6. Read critically to improve comprehension, respond to and synthesize information, and to represent outside sources in an essay using summary, paraphrase, and quotation
7. Recognize, articulate, and problem-solve to address non-cognitive issues that may interfere with a student's learning and success

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

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted