

**Department:**

English

**Course Description:**

This course is designed as intensive instruction and practice in Personal Development Skills, Analytical Thinking Skills, Communication Skills, and Technological Skills through the writing of coherent paragraphs and essays for specific audiences that demonstrate grammatical, organizational, and analytical competence for enrollment in English Composition I. This course includes the drafting, revision, and editing processes, as well as the application of critical thinking skills, critical reading skills, and writing skills. In addition, students will develop skills in document design, researching, and documentation. Upon completion, students will be able to demonstrate effective skills in reading comprehension, analysis, and evaluation of college level texts and scholarly sources, as well as effective writing skills.

**Course Competencies:**

Upon completion of the course, the student should be able to:

1. Demonstrate recognition and improvement of Personal Development Skills such as management of affective issues (confidence, time management, study skills) and life issues which influence success.
2. Exhibit comprehension and enhancement of Analytical Thinking Skills through written assignments, reading, and classroom participation.
3. Demonstrate understanding of the necessity of Communication Skills, and the development of said skills through the creation and delivery of messages (verbal and written).
4. Apply Technological Skills through the utilization of discipline specific technology. Highland Community College expects students to be able to use Internet and web-based materials to accomplish course competencies.

In order to demonstrate Analytical Thinking Skills and Communication Skills, the student should be able to:

1. Employ previewing, scanning, questioning, reviewing, and annotating as reading comprehension strategies to analyze purpose and/or thesis, audience, stance (tone, word choice, imagery), genre, and for vocabulary enhancement.
2. Demonstrate reading comprehension by responding to written material using a variety of methods (for example, paraphrasing and summarizing).
3. Apply reading skills to materials from scholarly collegiate sources, textbooks from other courses (such as History or Psychology), and independent learning.
4. Employ conventions of format, structure, voice, tone, and level of formality to produce writing for specific purposes and audiences as required by various writing situations.
5. Apply flexible strategies for prewriting, developing, drafting, revising, editing, and proofreading.
6. Develop a clear, concise thesis statement, supporting details/examples, and effective introductions, conclusions, and transitions.

7. Demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.
8. Practice ethical means of creating their work, while integrating their own ideas with those of others.

## Course Content:

- A. Reading in the College Setting and Note-taking Skills
  1. Previewing, Scanning, Preliminary Questioning, Reviewing, and Annotating
  2. Cornell Note-taking Strategy
  3. Vocabulary Development
  4. Reading College Textbooks
  5. Reading Scholarly Sources
- B. Preparing to Write and Writing Effectively
  1. Pre-writing methods (Free-writing, Brainstorming, Clustering, Questioning)
  2. Paragraph Structure
  3. Essay Structure
  4. Common methods of Introduction
  5. Thesis Construction
  6. Effective Conclusions
  7. Revising and Editing
- C. Researching and Accurate Documentation of Research Materials
  1. Research Methods
  2. Scholarly Sources vs. Non-scholarly sources
  3. Documentation of sources (parenthetical and works cited documentation)
  4. Plagiarism
- D. Growth Mindset, Grit, and Non-cognitive Skills
  1. Development of a Growth Mindset
  2. Effectiveness of Grit
  3. Development of Non-cognitive Skills of Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism
- E. Campus Technology
  1. Email
  2. Office 365
  3. MyHCC and accessing grades
  4. Navigating Course Home Pages
- F. Organizational and Study Skills
  1. Organization and Time Management (binder, tabs, planner/agenda)
  2. Communicating with Instructors
  3. Taking ownership/responsibility
  4. Navigating the college system and terminology
  5. Awareness of available support (Student Support Services, Counseling Services)

## Learning Assessments:

Discussion and lecture will be utilized to introduce and review ENG 101 specific topics. Students will work both individually and in groups, to learn and practice concepts. Course competencies will be assessed by in-class writing or exercises, written responses to reading assignments, quizzes, and level of active participation in class or group discussions. A “C” average (70%) is required for successful completion of this course. Any grade below a “C” average (70%) will result in a failing grade for the course. Accelerated Learning students who pass both courses (ENG 097 and ENG 101) are eligible to take the next course in the sequence (ENG 102 or ENG 103).

## Instructional Materials:

Textbook: Duckworth, A. (2016). *Grit: The Power of Passion and Perseverance*. New York, NY: Scribner. ISBN-13: 978-1501111105

Lunsford, A. (2018). *EasyWriter*. (7<sup>th</sup> ed.) Boston, MA: Bedford/St. Martin's. ISBN-13: 978-1319149505

### **Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

### **A Note on Harassment, Discrimination and Sexual Misconduct**

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).