Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 9/23/14

Please return this form to the college vice president of academic affairs and the
chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: ______________________________________________________

2. Date submitted: ___________________________________________________

3. Date approved: 3/9/2007 Date revised: 10/14/2014

4. Department/discipline: English

5. Department(s) endorsement(s): ______________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: College Prep English I
   Abbreviated course title (25 characters or less):

7. Course Designator: ENGL

8. Course Level: 0092

9. Number of Credits: Lecture: 2__ Lab: 0

10. Control Number (on site): 25
    Control Number (online): 0

11. Catalog/Course description:

   College Prep English I is the first of a two-part course series designed to prepare
   students for college-level writing. The course content focuses on elements
   foundational to all academic and professional writing. Students will learn about
   parts of speech and their function in written English, how to write well-formed
   sentences, how to apply punctuation correctly, and how to organize sentences
   into paragraphs. This course provides an excellent opportunity for students to
   begin building writing skills that directly apply to their future educational and
   career goals; for those who have been away from the classroom for awhile, it is
   also an opportunity to review and practice the fundamentals of writing.

12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): Accuplacer placement score of 0-60 (or equivalent if an
    instrument other than Accuplcer was completed.
    Co-requisite: None
13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).


14. Course Content (Provide an outline of major topics covered in course)

1. The writing process
   a. Gathering ideas
   b. Prewriting
   c. Drafting
   d. Revising
   e. Editing
2. The basics
   a. The simple sentence
   b. Coordination and subordination
   c. Tense
   d. Parts of speech
   e. Avoiding sentence errors
   f. Punctuation
   g. Mechanics
3. Writing the paragraph
   a. Topic sentence
   b. Supporting sentences

15. Learning Goals, Outcomes, and Assessment
    At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

    A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

    B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

    C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

    D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)
Course learning outcomes will fulfill the identified competencies:

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Use technology (including Microsoft word, D2L, and email) to create, save, edit and publish writing. (A)
2. Identify parts of speech and their functions in written sentences. (B)
3. Write complete sentences using coordination and subordination with correct punctuation. (B, C)
4. Write about their own traditions and culture. (D)
5. Create short, focused pieces under time pressure. (B, D)
6. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (B)
7. Independently select writing topics for personal enjoyment, interest, and academic tasks. (B, D)

(Some of these are taken from College and Career Readiness Anchor Standards for Writing and Writing Benchmarks 11-12 developed by the Minnesota Department of Education)

16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): N/A

Goal and Outcomes:
  Goal: N/A
  Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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