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: 2/25/2014   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: Advanced College Composition
   Abbreviated course title (25 characters or less):

7. Course Designator: ENGL

8. Course Level: 1102

9. Number of Credits: Lecture: 3   Lab: 0

10. Control Number (on site): 30
    Control Number (online): 25

11. Catalog/Course description:

    Advanced Composition is a second semester freshman composition course that focuses on writing effective arguments and academic papers. Emphasis will be placed on the in-depth research paper, with attention paid to both MLA and APA styles. (Meets MnTC goal area 1).

12. Course prerequisite(s) or co-requisite(s):

    Prerequisite(s): Passing grade in ENGL 1101 College Composition or equivalent
    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).

    1. Course materials are the instructor’s choice.
14. **Course Content** (Provide an outline of major topics covered in course)

1. Principles of argumentation
2. Logical fallacies
3. Writing about literature
4. Library database research
5. The multi-source paper
6. MLA and APA documentation

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. Identify fact from opinion (C) [Goals 1, 2, 4, 7]*
2. Differentiate credible sources from those less credible ((A, C) [Goals 1 & 2]*
3. Construct a bibliography in correct MLA and/or APA format (A, B, C) [Goal 4]*
4. Cite sources correctly within a paper using MLA and/or APA format (A, B, C)
5. Construct a logical argument (B, C) [Goal 4]*
6. Write an 8-10 page research paper using at least three different kinds of sources (e.g., books, articles, interviews, podcasts, websites) (A, B, C, and possibly D) [Goals 1, 4, & 7]*
7. Respond respectfully to both in-class and online discussions as well as in
feedback to peers’ writing (B, D) [Goals 1 & 6]*

*Bracketed Goals relate to the following Gidizhitwaaainin goals:
Goal 1: GIKENDAASOWIN—Knowing knowledge
Correlates with MTC Goals 1 & 2: Communication and Critical Thinking
Goal 2: GWAYAKWAADIZIWIN—Living in a balanced way
Correlates with MTC Goals 3 and 10: Natural Sciences and People and the Environment
Goal 4: AANGWAAMIZIWIN—Diligence and Caution
Correlates with MTC Goal Mathematical/Logical Reasoning & Ethical and Civic Responsibility
Goal 6: ZAAGI’IDIWIN—Loving and Caring
Correlates with MTC Goal 7: Human Diversity
Goal 7: ZHAWENDINDIWIN—Compassion
Correlates with MTC Goal 8: The Humanities and Fine Arts

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

Goal Area(s): 1

Goal and Outcomes:
Goal: Communication
Outcome: 1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation
2. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view
3. Select appropriate communication choices for specific audiences
4. Use authority, point of view, and individual voice and style in their writing and speaking
5. Employ syntax and usage appropriate to academic disciplines and the professional world
Assessments: See Ability to Communicate above
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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