

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

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: 03/09/07 Date revised 09/14/22

4. Department/discipline: English

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

6. Course Title: Composition Preparation  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: ENGL 8. Course Level: 0094

9. Number of Credits: Lecture 2 Lab \_\_\_\_\_

10. Control Number (on site) 25 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

College Prep Writing is designed to support students who need help with college-level writing. The course focuses on the fundamental elements of academic and professional writing. It provides qualified students with an opportunity to improve writing skills while acclimating to the challenges of college-level coursework.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Fawcett, Susan. Evergreen: A Guide to Writing with Readings. 7<sup>th</sup> ed. Houghton Mifflin, 2004

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

1. Review of the writing process
  - a. Gathering ideas
  - b. Prewriting
  - c. Drafting
  - d. Revising
  - e. Editing
2. Writing the paragraph
  - a. Topic sentences
  - b. Sentences that support topic sentences
  - c. Types of paragraphs

3. Introducing the essay
  - a. Basic essay format
  - b. The thesis statement
  - c. Outlining
  - d. Drafting
  - e. Revising
  - f. Proofreading

**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.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Demonstrate how writing can change based on the rhetorical situation.	A, D	
Employ a writing process involving invention, drafting, revision, and editing.	B	
Create texts that demonstrate a fundamental awareness of coherence and unity by using strategies such as purposeful organization.	B, C	
Demonstrate an ability to present focused ideas in writing and sustain them through relevant and specific evidence and explanations.	B	
Demonstrate an ability to analyze and integrate the ideas of others.	A, C	
Revise and edit texts to make them comprehensible for specific audiences and writing contexts.	B, D	

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge:*** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way:*** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted:*** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution:*** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity:*** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring:*** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion:*** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

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

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Provide the required documentation to show course meets required licensing/certification standards.

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