

**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: 2/25/14 Date revised 3/24/25

4. Department/discipline: \_\_\_\_\_

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

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

7. Course Designator: ENGL 8. Course Level: 1101

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

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

11. Catalog/Course description:

College Composition is a first semester freshman composition course which focuses on college-level writing. This course immediately addresses an essential academic skill, the ability to communicate ideas in written form. This course will provide students with academic, critical thinking, and research skills they will need throughout your academic career.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses  
Prerequisite(s): Course placement determined by Multiple Measures  
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).

Course materials are the instructor's choice.

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

1. Overview of the writing process and strategies for writing (brainstorming, drafting, revising, editing).
2. Purposes and audiences
3. Rhetorical principles.
4. Introduction to research and documentation – (to be covered in depth in second semester of college writing).

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:

| Learning Outcomes  | Competencies (CAC) | Cultural Standards |
|--|--------------------|--------------------|
| 1. Employ all stages of the writing process in the production of essays.   | B, C               | 1                  |
| 2. Identify differences between varying discourse communities and demonstrate clear purpose and attention to the needs and expectations of designated audiences. | B, D               | 6, 7               |
| 3. Analyze and synthesize information from a variety of sources.   | A, C               | 1                  |
| 4. Exhibit an understanding of fundamental rhetorical principles and their role in civic life and personal experience.   | B, D               | 1, 6               |
| 5. Utilize scholarly research processes to locate, evaluate, and cite sources in MLA   | A                  | 1, 7               |
| 6. Respond respectfully to others during class   | B, D               | 6, 7               |

#### **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): 1

Goal and Outcomes:

MnTC Goal Area 1: Communication

Goal: To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

Students will be able to:

- Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences.
- Construct logical and coherent arguments.
- Use authority, point-of-view, and individual voice and style in their writing and speaking.
- Employ syntax and usage appropriate to academic disciplines and the professional world.

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

           Yes            No x

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

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