



SAGINAW CHIPPEWA TRIBAL COLLEGE

Master Course Outline

ENG 101

COMPOSITION I

3 CREDITS

I. Course Description: This course introduces students to writing across the disciplines with an emphasis on the organization and development of written work for a variety of audiences and purposes for the student placing in developmental level for English writing. Topics include how to generate ideas, focus on a topic, and support ideas. Additional work on development of effective drafts and strategies of written discourse. A grade of “C” or better is required to pass this course.

II. Pre-requisites/Co-requisites: ENG 099 with a grade of “C” or better or a satisfactory score on the placement test.

III. Institutional Learning Outcomes: Upon graduating from SCTC, our students will be able to:

Communication

Communicate clearly and effectively through listening, speaking, writing, reading, and other modes of communication;

Critical Thinking

Use literacy and numeracy skills; gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions;

Cultural Awareness & Appreciation

Demonstrate awareness and appreciation for diverse perspectives through inquiry of cultural, political, social, and environmental issues comparing and contrasting global views with the Anishanaabe culture.

IV. Student Learning Outcomes: Upon completion of this course, students will be able to:

Communication

1. Identify a recursive composing process across multiple drafts
2. Define multiple strategies of invention, drafting, and revision
3. Communicate evidence of development through peer review and collaboration

4. Use digital technologies for composition

Critical Thinking

1. Begin to produce writing that responds appropriately to a variety of rhetorical situations
2. Use a selection of genres or adapt them to suit different audiences and purposes
3. Incorporate an awareness of multiple points of view
4. Show basic skills in identifying and analyzing electronic sources, including scholarly library databases, the web, and other official databases

Cultural Awareness & Appreciation

1. Take ownership of their own work and appreciate themselves as writers and do the same in relation to the work of others

V. Instructional Methodology: Course may provide various instructional approaches including individual and group work, presentations, lectures, discussions, critiques, etc.

VI. Customary Methods of Assessment: Instructors may use common and/or discretionary methods such as projects, presentations, papers, tests, discussion boards, class participation, e-Portfolio inclusions, etc. to assess student learning.

Note: The e-Portfolio component is an electronic collection of “artifacts” which should demonstrate a student’s academic and personal growth during their education at SCTC. Artifacts are defined as accomplishments made towards achieving the goals and learning outcomes in the student’s declared degree. Every student is *required* to create an e-Portfolio during their first two semesters at SCTC and then develop and maintain it until it is assessed during the semester in which they graduate. This project will also enable the student to track his/her progress in meeting goals and reflect on accomplishments in a manner that will support synthesis of knowledge, values, and skills essential for an SCTC graduate.

It is the student’s responsibility to accumulate and choose which artifacts will be submitted into his or her portfolio. It is suggested that students work with their instructor for guidance on inclusions which *must* contain coursework but may also include co-curricular and/or extracurricular endeavors. The following is a non-exhaustive list of examples: academic papers, projects, presentations, exams, lab reports, pieces of art work, awards, and instances of community service, club/organization activities, and attendance at conferences.

VII. Other: