Final approval has been given to the academic matters reviewed at the October 12, 2021 meeting of the Learning Council as follows:

1. Course revision – ENG 101: Composition I
   a. Effective Date: FA 2022
   b. Change description
   c. Course description (as it will appear in catalog):
      **ENG 101 Composition I**
      The course focuses on theme-based argument. Students practice and develop critical reading, thinking, and writing skills necessary for college. Students read, analyze, and summarize college level analytic arguments from various genres (popular, academic, etc.) and compose research-based analytic arguments based on the course’s theme. Students become aware of writing decisions made for different audiences, purposes, and genres, with a focus on academic writing conventions. Students also learn beginning research skills, including appropriate quotation, summary, paraphrase, and documentation skills. At the end of the semester, students compile a portfolio of 15-25 pages, to include their summary, synthesis, and analysis projects.
      **Credits: 3**
      **Prerequisite: Placement into college level English**
      **Semester Offered: F/S/SU**
2. Course revision – ENG 102: Composition II
   a. Effective Date: FA 2022
   b. Change description
   c. Course description (as it will appear in catalog):

   **ENG 102 Composition II**

   This theme-based course, the second in the composition sequence, develops and refines skills learned in ENG 101, with a specific focus on independent research. Students sharpen rhetorical, critical thinking, and academic writing skills and practice locating, evaluating, summarizing, synthesizing, and citing primary and secondary sources. Students will manage a sustained independent inquiry project(s) to include a research question or problem analysis, an annotated bibliography, and a research project. By the end of the semester, students will compile a portfolio of 15-25 pages that includes a self-reflection assignment and displays a writing and research process to include pre-writing, drafting, feedback, revision, and appropriate citation.

   **Credits: 3**
   **Prerequisite: ENG 101**
   **Semester Offered: F/S/SU**
2021- 2022
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. Course Number and Name (current): ENG 101 Composition I

2. Originator: John Stazinski Date: 09/10/2021

3. School Dean: Brady Hammond Date:

4. Effective Date: Fall 2022

5. Reviewed by Program and Process (if applicable) Date:

6. Recommended by the School of __________________________ Date: ________________
   Comments:

7. AA Leadership Team: __________________________ Date: ________________
   Recommended:________ Not Recommended: _________
   Comments:

8. VP/Academic Affairs: __________________________ Date: ________________
   Recommended:________ Not Recommended: _________
   Comments:

9. Learning Council: __________________________ Date: ________________
   Recommended:________ Not Recommended: _________
   Comments:

10. VP/Academic Affairs: __________________________ Date: ________________
    Approved:________ Not Approved: _________
    Comments:
COURSE REVISION PROPOSAL

Type of Revision:

Description   Prerequisite   Corequisite   Number   Name   #credits

Elective Type   Xother (Student Learning Outcomes)

Course Discipline or Department: English  School: English and Humanities

Current Course Number: ENG 101

Current Course Name: Composition I

Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

ENG 101 Composition I 3 credits

In Composition I, students write a minimum of four essays in multiple drafts in addition to shorter writing assignments, such as journals or discussion posts, with emphasis on audience awareness; critical thinking and reading; thesis development; organization; and grammatical correctness. Readings from various disciplines provide writing models and material for analysis of ideas. Students also evaluate, incorporate, and document sources from print, Internet, and library databases to support their writing.

Prerequisites: Placement into college-level English.

Offered: F/S/SU*

Student Learning Outcomes:

ENG 101 Student Outcomes and General Education Learning Goals

1. The student will identify the audience and purpose for various writing tasks. (General Education Goal: Communication skills)

2. The student will produce writing that is characterized by his/her own ideas and insights, demonstrating organization, correctness, and support.
   (General Education Goal: Communication skills)

The student will

2.1. compose essays that reflect his/her own ideas;
2.2. create a clear thesis or main point that unifies the essay;
2.3. apply an appropriate order to connect ideas in the essay;
2.4. use standard written English, demonstrating correct grammar, spelling, and punctuation; 2.5. apply relevant support of the essay’s thesis.

3. The student will refine the style of writing, focusing on sentence structure and language usage.
   (General Education Goal: Communication skills) The student will

3.1. recognize and write complete sentences using structural variety;
3.2. practice punctuating to enhance the prose message;
3.3. practice advanced grammatical concepts such as parallelism, modifier usage, pronoun agreement and reference, and point of view.

4. The student will practice expository writing using a variety of rhetorical strategies.

(General Education Goal: Communication skills)

4.1. The student will write essays progressing in difficulty using a variety of rhetorical strategies (such as comparison/contrast and cause/effect)

5. The student will evaluate sources to support writing.

(General Education Goals: Communication Skills and Information Literacy) The student will

5.1. find and evaluate material from print, Internet and library database sources to support writing;
5.2. identify the features of the college library’s online databases; 5.3. assess the authority, relevance, and objectivity of each source.

6. The student will incorporate contents of course reading materials into own writing.

(Gen Ed Goal: Communication Skills) The student will

1. 6.1. identify passages from course readings that are related to the student’s own idea;
2. 6.2. introduce and integrate quotations from sources;
3. 6.3. paraphrase relevant passages;
4. 6.4. follow standard disciplinary format, using in-text citations, to document the quoted and paraphrased material.

Proposed Description (include all proposed changes):

ENG 101 Composition I
The course focuses on theme-based argument. Students practice and develop critical reading, thinking, and writing skills necessary for college. Students read, analyze, and summarize college level analytic arguments from various genres (popular, academic, etc.) and compose research-based analytic arguments based on the course’s theme. Students become aware of writing decisions made for different audiences, purposes, and genres, with a focus on academic writing conventions. Students also learn beginning research skills, including appropriate quotation, summary, paraphrase, and documentation skills. At the end of the semester, students compile a portfolio of 15-25 pages, to include their summary, synthesis, and analysis projects.

Credits: 3
Prerequisite: Placement into college level English
Semester Offered: F/S/SU
Student Learning Outcomes (Mass Transfer Outcomes for ENG 101):

1. **Close Reading Skills**: Demonstrate comprehension of texts and reflective reading skills.

2. **Critical Thinking Skills**: Learning Outcome: Students who complete this course should be able to interpret and analyze various texts.

3. **Clear Written Communication**: Students who complete this course should be able to produce clearly written prose using appropriate conventions for a given purpose and audience.

4. **Use of the Writing Process**: Use a writing process that includes pre-writing, drafting, feedback, and revision to produce polished pieces of writing.

5. **Beginning Research Skills, Including Summarizing, Quoting, Paraphrasing, and Synthesizing Source Materials**: Produce texts that include direct quotations, paraphrases, and synthesis of sources.

6. **Appropriate Use of Documentation**: Use an appropriate documentation style consistently and correctly to cite sources and maintain academic integrity.

7. **Rhetorical Awareness**: Recognize rhetorical strategies such as writing for an audience, with a purpose, and within conventions of a genre, and incorporate them appropriately in their writing.

Rationale for the change:

The rational is two-fold:

First, in order to assess learning outcomes for the college’s composition sequence, there must be significant consistency across sections of the courses. Under the current course description, students are required only to “write a minimum of four essays,” but the description does not designate the genre, mode, or type of the essays required, making assessment of the composition program nearly impossible as each section of the course approaches this requirement differently. The new course description asks that each section of ENG 101 require students to compile a writing portfolio that includes the same universal writing projects. Students and instructors may approach these projects in any way they wish, but because they are consistent across sections, the English department is able to assess student learning by assessing common artifacts. The English department also believes that the three common writing projects in ENG 101 provide students the transferable skills to be successful in other courses.

Secondly, the new course description makes ENG 101 a theme-based composition course, with the decision of theme left to the individual instructor. This is based on research in composition studies that shows that student perform better in and are more likely to complete first-year writing class when students are able to choose writing courses that are themed to their interests or to their majors. This also allows ENG 101 to conform to the outcomes of the course given by Mass Transfer, which make clear this course should focus on incorporating sources into student writing and pushes research skills to ENG 102; the current course description suggests this without making it explicit.
Provide a description of any change in course content.

The course content doesn’t change significantly. The only major change is that each student enrolled in a section of ENG 101 will be required to complete three common writing projects: a summary project, a synthesis project, and an analysis project.

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

No other programs would be directly affected.

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

N/A

Please submit a generic syllabus to your dean with all of the revisions included.
11. Course Number and Name (current) : ENG 102 Composition II

12. Originator: John Stazinski Date: 09/01/2021

13. School Dean: Brady Hammond Date:

14. Effective Date: Fall 2022

15. Reviewed by Program and Process (if applicable) Date:

16. Recommended by the School of __________________________ Date: ______________
   Comments:

17. AA Leadership Team: __________________________ Date: ______________

   Recommended: ______ Not Recommended: ______
   Comments:

18. VP/Academic Affairs: __________________________ Date: ______________

   Recommended: ______ Not Recommended: ______
   Comments:

19. Learning Council: __________________________ Date: ______________

   Recommended: ______ Not Recommended: ______
   Comments:

20. VP/Academic Affairs: __________________________ Date: ______________

   Approved: _______ Not Approved: ______
   Comments:
COURSE REVISION PROPOSAL

Type of Revision:

_X_ Description  ___Prerequisite  ___Corequisite  ___Number  ___Name  ___#credits
___Elective Type  ___X_ other (Student Learning Outcomes)

Course Discipline or Department: English  
School: English and Humanities

Current Course Number: ENG 102

Current Course Name: Composition II

ENG 102 Composition II  3 credits

In Composition II, students produce a minimum of four essays of carefully crafted prose. Student writers practice integrating and citing readings from academic disciplines, including literature; their research-based documented essays are expected to reflect the ethical standards of formal argument.

Prerequisite: ENG 101  F/S/SU

ENG 102 Student Outcomes and General Education Learning Goals

1. The student will produce writing that analyzes ideas and problems in course readings. (General Education Goal: Communication Skills) The student will 1.1. compose essays with a clear thesis, organization, correctness, and support of ideas. 1.2. summarize and interpret selected course readings.

2. The student will integrate contents of course reading materials into his/her own writing. (General Education Goals: Communication Skills; Information Literacy) The student will 2.1. paraphrase and quote appropriate passages from course readings in writing assignments. 2.2. cite and document material from course readings according to standard disciplinary format.

3. The student will apply the strategies of formal argument in composing course essays. (General Education Goals: Communication Skills; Ethics) The student will
3.1. identify the rhetorical situation for each essay.
3.2. use logical reasoning in composing essays.
3.3. combine logical reasoning with rhetorical strategies.

4. The student will select and evaluate a variety of sources to support writing assignments, including print, Internet, and library database materials. (General Education Goals: Communication Skills; Information Literacy) The student will
4.1. utilize library database tools to select and document authoritative sources for essays.
4.2. identify primary and secondary sources for research.

5. The student will reflect on ethical issues presented in course readings. (General Education Goals: Communication Skills; Ethics; Civic Literacy) The student will
5.1. explain ethical conflicts in selected readings.
5.2. compare ethical problems in course texts to his/her own life or to historical or current events.

6. The student will identify distinct cultural perspectives in course readings. (General Education Goals: Communication Skills; Multiple Perspectives)

7. The student will consider authorial intent and textual purpose in a variety of course selections. (General Education Goals: Communication Skills; Aesthetics) The student will
7.1. interpret figurative language.
7.2. evaluate the author’s purpose in selected texts.
Proposed Description (include all proposed changes):

**ENG 102 Composition II**
This theme-based course, the second in the composition sequence, develops and refines skills learned in ENG 101, with a specific focus on independent research. Students sharpen rhetorical, critical thinking, and academic writing skills and practice locating, evaluating, summarizing, synthesizing, and citing primary and secondary sources. Students will manage a sustained independent inquiry project(s) to include a research question or problem analysis, an annotated bibliography, and a research project. By the end of the semester, students will compile a portfolio of 15-25 pages that includes a self-reflection assignment and displays a writing and research process to include pre-writing, drafting, feedback, revision, and appropriate citation.

**Credits:** 3  
**Prerequisite:** ENG 101  
**Semester Offered:** F/S/SU

**Student Learning Outcomes**

1. **Close Reading Skills:** Apply active and critical reading skills to analyze and synthesize a variety of texts.
2. **Critical Thinking Skills:** Interpret and analyze various texts and construct well-reasoned prose.
3. **Academic Writing Fluency:** Create texts that appropriately reflect the conventions of academic writing.
4. **Use of the Writing Process:** Use a writing process that includes prewriting, drafting, feedback, and revision to produce polished, rhetorically effective pieces of writing.
5. **Research Skills, Including Locating, Evaluating, Summarizing and Synthesizing Primary and Secondary Sources:** Compose a research-based argument by locating, evaluating, summarizing, quoting, paraphrasing, and synthesizing a variety of primary and secondary sources.
6. **Appropriate Use of Documentation:** Apply an appropriate documentation style and use it consistently and correctly to cite sources and maintain academic integrity.
7. **Employment of Rhetorical Strategies:** Select and employ rhetorical strategies appropriate for different purposes and audiences.

**Rationale for the change:**

The rational is two-fold:
First, in order to assess learning outcomes for the college’s composition sequence, there must be significant consistency across sections of the courses. Under the current course description, students are required to “produce a minimum of four essays,” and the description seems suggests that each of those essays will be “research-based essays,” though it is somewhat unclear whether all four essays are research-based essays or if only research-based essays “are expected to reflect the ethical standards of formal argument.” This lack of clarity makes assessment impossible as each instructor interprets the course description differently.

The new course description scaffolds the research-writing process by asking that each section of ENG 102 require students to compile a writing portfolio that includes the same universal writing projects. Students and instructors may approach these projects in any way they wish, but because they are consistent across sections, the English department is able to assess student learning by assessing common artifacts. The English department also believes that by scaffolding research projects in this way ENG 102 students acquire the transferable skills to be successful in other courses.

Secondly, the new course description makes ENG 102 a theme-based composition course, with the decision of theme left to the individual instructor. This change reflects research in composition studies that shows that student perform better in and are more likely to complete first-year writing class when they are able to choose writing courses that are themed to their interests or to their majors. This also allows ENG 102 to conform to the outcomes of the course given by Mass Transfer, which make clear that this course is a continuation of ENG 101. In ENG 101, students learn to incorporate sources into their own writing; in ENG 102, students learn to do their own research.

Provide a description of any change in course content.

The changes to course content are minimal. The only significant change is that all students will produce a portfolio that includes three common writing projects: A research inquiry project, an annotated bibliography, and a research project.

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

The change does not affect other programs.

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in bold) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.