

**SOUTHEAST COMMUNITY COLLEGE  
DIVISION OF ARTS AND SCIENCES**

**English**

**Revision Date: 07-01-23**

**I. CATALOG DESCRIPTION**

Course Number: ENGL1054

Course Title: Writing and Communities

Prerequisite: Appropriate placement score OR 0960 with portfolio approval OR grade of "C" or higher in ENGL0985 or ENGL0999.

Catalog Description: Writing and Communities offers instructional practice in the techniques of effective writing in communities. For this course, "communities" may include campus communities, home or family communities, online communities, local communities, etc. Students will examine how writing is used through sample materials from the chosen community. This examination may include looking for ways the community creates identity, makes informed decisions, argues and debates, and presents information. Students will plan, write, revise, and edit their writing with the specific goal of active participation in their chosen community. This course serves to underscore SCC's goal of service-based learning through the practice of writing as action.

Credit Hours: 3.0

Class Hours: 45

Lab Hours: 0

Total Contact Hours: 45

**II. COURSE OBJECTIVES:** *Course will:*

- A. Provide practice in writing clear, effective projects for community building and service with an emphasis on exploring audience, tone, purpose, and context.
- B. Facilitate the development of ideas and clear insights to provoke critical and creative thinking both inside the classroom as well as through outreach to local communities.
- C. Offer students opportunities to develop and refine writing skills through peer feedback and self-revision, reinforcing the understanding that writing is a social practice.
- D. Provide students opportunities to analyze and evaluate writing from a chosen community in order to identify and employ rhetorical strategies.
- E. Introduce the use of research skills to responsibly evaluate and ethically incorporate information from primary and secondary sources, using a standard citation method.
- F. Introduce strategies for the collection and evaluation of information from a variety of local community interviews and resources. While the emphasis of this course is on conducting primary research, students may also gain additional experience with secondary research as well.

**III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES**

A. Student Learning Outcomes: *Student will be able to:*

- 1. Apply principles of the writing process with an emphasis on reaching a community audience.
- 2. Construct informed projects with a defined purpose.
- 3. Write unified and well-supported projects with audience awareness.
- 4. Adapt writing tone to engage different audiences.
- 5. Implement context-appropriate rhetorical methods with specific attention to diversity, equity, and inclusion.
- 6. Evaluate student, peer, community, and professional writing.
- 7. Revise essays for content, structure, tone, voice, and purpose.

8. Edit the draft carefully to eliminate errors and understand context in grammar, usage, and mechanics.
  9. Evaluate primary and secondary source relevance and credibility with an eye toward writing as a social practice.
  10. Utilize a recognized formatting and citation style to ethically incorporate source material.
  11. Demonstrate digital and ethical literacy in collecting source material.
  12. Respond to a variety of community-centered texts in an informed manner.
  13. Synthesize effective and ethical notes from research, with an emphasis on primary sources.
- B. General Education Learning Outcomes**
1. GELO #2: Written Communication
    - Outcome: Comprehend, analyze, and evaluate a given text.
    - Outcome: Develop a focused thesis statement and write with a clear purpose, using relevant examples, claims, and evidence.
    - Outcome: Identify and evaluate evidence from a variety of printed, visual, and electronic sources.
    - Outcome: Use content and style appropriate to a given audience.
    - Outcome: Read and write in mechanically-sound, college-level English.

**IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)**

- A. Audience
  1. Develop an awareness of the audience.
  2. Tailor writing to a specific audience.
- B. Genre conventions
  1. Distinguish among various purposes of writing.
  2. Recognize generic conventions.
  3. Employ generic conventions.
- C. Focus
  1. Discuss student, peer, and community writing.
  2. Identify topics.
  3. Construct clear purpose statements.
  4. Narrow topic to a scope connected to assignment.
- D. Invention
  1. Employ prewriting strategies.
- E. Organization
  1. Recognize organizational patterns.
  2. Select focused organizational patterns for essays.
- F. Essays
  1. Create compelling introductions.
  2. Compose well-informed supporting paragraphs.
  3. Select details to clearly and ethically support purpose.
  4. Craft effective conclusions.
- G. Revision and Editing
  1. Revise for audience, tone, context, and purpose.
  2. Assess alternative methods of organizing information.
  3. Evaluate effectiveness of transitions.
  4. Add or eliminate information based on relevance to purpose.
  5. Edit writing to meet standards of grammar, usage, and mechanics appropriate for defined audiences.
- H. Research
  1. Use primary and secondary research sources, including community-authored writing and institutional databases.

2. Evaluate sources for credibility and relevance to topic and purpose.
3. Synthesize and integrate source material.
4. Use a standard, recognized style for formatting and documenting sources.
5. Recognize and avoid plagiarism.

**V. INSTRUCTIONAL MATERIALS**

- A.** Required texts:
1. Open access texts chosen on the community chosen by instructor.
    - a. Each instructor decides if they want to require or make optional this text (the print upgrade):
- B.** Other resources:
1. A current, quality dictionary is recommended.
  2. Supplemental readings as determined by instructor

**VI. METHODS OF PRESENTATION/INSTRUCTION**

- A.** Methods of presentation and delivery format are determined by the instructor. They traditionally include some combination of the following:
1. Technology enhanced lecture
  2. Classroom discussion
  3. Interactive group activities
  4. Audio visual materials
  5. Online instruction

**VII. METHODS OF EVALUATION**

- A.** Methods of evaluation typically include a combination of the following:
1. Minimum of 3 sustained, finished projects: the equivalent of 30 polished pages (6,000 words) in addition to a number of shorter writing assignments leading (directly or indirectly) to the finished, formal pieces. These formal projects should be informed by students’ developing understanding of writing as a social practice and study of writing in/with community. One of the projects must include an introduction to effective/ethical research, the responsible incorporation of source material, and the use of MLA to document a minimum of 3 sources used in the project. This is NOT a “research paper.” *60-70% of course grade.*
  2. A weekly journal/collection of informal writing to include guided opportunities to reflect on the development of their own writing and learning; misc. preparation, homework. *10-15% of course grade.*
  3. Written responses (both formal and informal) to community and classroom texts using rhetorical concepts and strategies that place the students’ opinions and stance in relation to the authors. *10-15% of course grade.*
  4. Miscellaneous in-class work, to include opportunities for idea generation, in-class journals, quizzes, peer response, and written reflection. *5-15% of course grade.*
  5. 1054 Oral presentation and accompanying summary/response assessment. *Mandatory 5% of course grade.*
- B.** Students will receive a course outline/syllabus indicating the instructor’s specific attendance policy, course requirements, and grading criteria.

**C. SCC GRADING SCALE**

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

**VIII. SPECIFIC COURSE REQUIREMENTS**

- A. General Requirements**
  - 1.** In order to receive a passing grade for ENGL1054, students must complete sufficient work assigned by their instructors to earn a course grade of “C” or better.
  - 2.** To ensure that this objective is met, a minimum grade of “C” in ENGL1054 is required to qualify for transfer.
- B.** Other requirements as determined by instructor/college.