I. Course Name: College Composition
Prefix and Number: GST 102
Credit Hours and Contact Hours: 3 credit hours - 3 contact hours

Catalogue Description:
College Composition is a course which considers parts of speech, sentence, paragraph and essay structures as they apply to the writing process. The focus of this course is on the paragraph and the essay. Class size is limited in order to allow some individual attention to a student’s particular writing weakness. This course does not fulfill the English requirement. Students receive a letter grade for the course. There are no prerequisites.

II. Course Outcomes and Objectives

Overall Goal: To provide instruction and practice that will enable the student to write effectively in a variety of college and career situations and to develop requisite skills for entrance into English 101.

Learning Outcomes:
- To be able to identify major sentence parts.
- To learn to combine sentences through coordination and subordination of ideas.
- To learn to combine sentences into coherent, unified paragraphs.
- To be able construct a paragraphs using various rhetorical patterns.
- To build on the basic skills learned in paragraph writing in order to construct a well developed essay.
- To acquire the habit of writing effectively.
- To acquire the habit of editing all written work.

Relationship to Academic Programs:
College Composition (GST 102) counts as General Elective credit and prepares students for entrance into ENG 101 (Freshman English). Students must attain a grade of “C” or better in the course in order to register for ENG 101.

College competencies addressed by the course:

| Writing | Ethics/Values |
| Oral Communication | Global Concerns |
| Reading | Citizenship |
| Computer Literacy | Information Resources |
| Critical Thinking |

III. Methods of Instruction

Types of Course Materials:
No specific textbook is required. Types of materials may include selected exercises
from a wide variety of books, instructor developed materials, and computer technology.

**Methods of Instruction:**
Instructional strategies may include lecture, group and individual instruction, collaborative learning exercises, peer editing, audio-visual and computer technology.

**Assessment Measures:**
Formal and informal assessment measures will be used during the course to assess the following:
- Students will be able to identify major sentence parts.
- Students will be able to combines sentences through coordination and subordination of ideas.
- Students will be able to combine sentences into coherent, unified paragraphs.
- Students will be able to write a coherent paragraph with a topics sentence, supporting details, and a conclusion.
- Students will be able construct paragraphs using various rhetorical patterns.
- Students will be able transfers the basic skills learned in paragraph writing in o to constructing a well developed essay.
- Students will be able to write an organized essay with a clear thesis statement, supporting ideas, and a conclusion.
- Students will demonstrate an understanding of the revising and editing process.

**Methods of Evaluation:**
There will be a continual discussion and analysis of student writing activities within class and in student-instructor conferences. Students will write evaluation paragraphs and/or essays in addition to quizzes and summaries.

**IV. General Outline of Topics Covered:**

**Course Outline:**

I. Sentence development
   A. Knowledge of sentence components
   B. Use of coordination and subordination
   C. Use of modifiers
   D. Use of the various verb tenses

II. Paragraph development
   A. Use of the topic sentence
   B. Use of support and details within the paragraph
   C. Use of different patterns for paragraph development (spatial, time and order of importance)

III. Essay development
   A. Use of the thesis statement
B. Use of an effective introduction and conclusion
C. Familiarization with the structure of the multiple paragraph essay.

IV. Additional writing
A. Weekly journals
B. In-class evaluation paragraphs and essays
C. Group writing activities
D. Computer based writing assignments

V. Editing
A. An introduction to various techniques for editing
B. Involvement in the process of peer editing

VI. Individual assignments (Diagnosed grammar weaknesses)