Course Syllabus

Department: Developmental Studies

Date: September 28, 2012

I. Course Prefix and Number: GST 119

Course Name: College Writing Strategies

Credit Hours and Contact Hours: 1 credit hour/1 contact hour

Catalog Description including pre- and co-requisites: supporting data required for grade prerequisite of ‘C’ or higher. In this course, students will be guided through the steps of the writing process.

Relationship to Academic Programs and Curriculum including SUNY Gen Ed designation if applicable:
This one credit course counts as General Elective credit.

II. Course Student Learning Outcomes: State the student learning outcome(s) for the course (e.g. student will be able to identify…)
Students will integrate the steps of the writing process in their assignments.
Students will apply different rhetorical styles in their assignments.
Students will apply the appropriate documentation style (MLA or APA) by using correct documentation for internal citations and works cited.

College Learning Outcomes Addressed by the Course: (check each College Learning Outcome addressed by the Student Learning Outcomes)

- X writing
- [ ] oral communications
- X reading
- [ ] mathematics
- X critical thinking
- X computer literacy
- [ ] ethics/values
- [ ] citizenship
- [ ] global concerns
- [ ] information resources
### III. Assessment Measures (Summarize how the college and student learning outcomes will be assessed): For each identified outcome checked, please provide the specific assessment measure.

<table>
<thead>
<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
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<tbody>
<tr>
<td>eg: writing</td>
<td>eg: student will complete a research paper</td>
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<tr>
<td>Writing</td>
<td>Students will complete a research based essay.</td>
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<tr>
<td>Reading</td>
<td>Students will demonstrate the ability to analyze information and be able to paraphrase and summarize information from appropriate sources.</td>
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<tr>
<td>Critical thinking</td>
<td>Students will demonstrate the ability to analyze information and select and then integrate appropriate sources into a research based essay.</td>
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<td>Computer literacy</td>
<td>Students will submit assignments that have been composed and revised using the computer.</td>
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<td>Information literacy</td>
<td>Students will demonstrate the ability to use FLCC library databases to locate appropriate information for a research based essay.</td>
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<td>Students will integrate the steps of the writing process in their assignments.</td>
<td>Students will demonstrate the use of the writing process – prewriting, drafting, and revision – while writing a research based essay.</td>
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<td>Students will apply different rhetorical styles in their assignments.</td>
<td>Students will be able to identify different rhetorical styles used in their research based essay.</td>
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<td>Students will apply the appropriate documentation style (MLA or APA) by using correct documentation for internal citations and works cited.</td>
<td>Students will compose a research based essay in which they demonstrate the use of an appropriate documentation style and develop a works cited page.</td>
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IV. Instructional Materials and Methods

Types of Course Materials:
No specific textbook is required. Types of materials may include newspaper, magazine, and journal articles, college textbooks, print and on-line articles, and fiction and non-fiction books.

Methods of Instruction (e.g. Lecture, Lab, Seminar …):
Instructional strategies may include:
-- Lectures
-- Workshops
-- Large and small group discussions
-- Instructor and/or peer conferencing
-- Collaborative in-class assignments and projects
-- Computer/Internet assignments
-- Audio-visual presentations
-- Tests, quizzes, and projects
-- Guest speakers

V. General Outline of Topics Covered:
Pre-writing strategies such as free writing, brainstorming
Topic development
Audience and purpose
Thesis and topic sentence development; use of supporting details
Use of rhetorical patterns
Revision strategies
Summary writing
Process for writing a research based paper
Library research
Documentation styles

September 2012