



Course Title:     **Advanced Composition I (DMACC 105 Credit)**

Description: This college-level course is designed for students who wish to gain proficiency and confidence in writing developed through critical reading. Experience will be enhanced in all kinds of writing: personal essays and narratives, analytical essays, persuasive essays, and a research essay. Advanced Composition corresponds to ENG 105 in the DMACC course guide.

*DMACC ENG 105 course description: Composition I introduces students to the college-level writing process through the construction and revision of a series of expository and persuasive essays. Students may also produce other writing appropriate to the academic and working world. Through exposure to a variety of college-level readings, the students will build critical reading skills, and students will be expected to respond to assigned readings in a variety of ways. The course introduces library and computer-based research strategies. Students will write and revise at least 4 essays and produce a minimum of 20 pages.*

<b><u>Reporting Topic</u></b>	<b><u>Course Level Standards</u></b>	<b><u>Competency Statement</u></b>
<b><u>Writing Process</u></b>	<ul style="list-style-type: none"><li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <b>(W.11-12.4) (DOK 3,4)</b></li><li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) <b>(W.11-12.5) (DOK 1,2,3,4)</b></li><li>• Generate writing as an active process, using planning, drafting, revising, and editing (ENG 105)</li><li>• Evaluate strategies and approaches for organizing content (ENG 105)</li></ul>	Students will engage in a recursive writing process to produce clear and coherent writing that is specific to task, purpose, and audience.
<b><u>Writing Practice</u></b>	<ul style="list-style-type: none"><li>• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,</li></ul>	Students will engage in a variety of writing activities



	purposes, and audiences. <b>(W.11-12.10) (DOK 1,2,3,4)</b>	
<b><u>Analysis of Text</u></b>	<ul style="list-style-type: none"><li>• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <b>(RI.11-12.2) (DOK 2,3,4)</b></li><li>• Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <b>(RI.11-12.3) (DOK 2,3)</b></li><li>• Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. <b>(RI.11-12.6) (DOK 2,3,4)</b></li><li>• Evaluate a speaker's point of view (perspective), reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <b>(SL.11-12.3) (DOK 2,3,4)</b></li><li>• Examine college-level reading skills as an active part of the writing process (ENG 105)</li></ul>	<b>Students will analyze central ideas through an author's literary choices in informational text.</b>
<b><u>Research</u></b>	<ul style="list-style-type: none"><li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <b>(W.11-12.7) (DOK 2,3,4)</b></li><li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience;</li></ul>	Students will research to gather and evaluate accurate and credible sources.



	<p>integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <b>(W.11-12.8) (DOK 1,2,3,4)</b></p> <ul style="list-style-type: none"> <li>• Synthesize research resources appropriate to the task and context (ENG 105)</li> <li>• Integrate standard college-level documentation practices (ENG 105)</li> </ul>	
<b><u>Language</u></b>	<ul style="list-style-type: none"> <li>• Adapt to the rules of Standard English grammar appropriate to context (ENG 105)</li> <li>• Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <b>(L.11-12.3a)</b></li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(L.11-12.1) (DOK 1,2)</b> <ul style="list-style-type: none"> <li>○ Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. <b>(L.11-12.1a)</b></li> <li>○ Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. <b>(L.11.12.1b )</b></li> </ul> </li> </ul>	Students will effectively apply knowledge of language to utilize and manipulate written and oral communication.
<b><u>Argumentative Writing (UCSD Core Standards)</u></b>	<ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>(W.11-12.1) (DOK 3,4)</b> <ul style="list-style-type: none"> <li>○ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically</li> </ul> </li> </ul>	Students will write arguments that supports a claim with relevant evidence and valid reasoning.



	<p>sequences claim(s), counterclaims, reasons, and evidence. <b>(W.11-12.1a)</b></p> <ul style="list-style-type: none"> <li>○ Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. <b>(W.11-12.1b)</b></li> <li>○ Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <b>(W.11-12.1c)</b></li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>(W.11-12.9) (DOK 2,3,4)</b></li> </ul>	
<b><u>Informative/ Explanatory Writing</u></b> <b>(UCSD Core Standards)</b>	<ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>(W.11-12.2) (DOK 3,4)</b></li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>(W.11-12.9) (DOK 2,3,4)</b></li> </ul>	Students will write in expository ways that convey complex ideas clearly and accurately.
<b><u>Narrative Writing</u></b> <b>(UCSD Core Standards)</b>	<ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>(W.11-12.3) (DOK 3,4)</b></li> <li>● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop</li> </ul>	Students will engage in narrative writing based on real or imagined events.



	<p>experiences, events, and/or characters. <b>(W.11-12.3b)</b></p> <ul style="list-style-type: none"><li>• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). <b>(W.11-12.3c)</b></li></ul>	
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