

Cisco College Writing Program Guidelines

- The Writing Program at Cisco College recognizes writing as a means of communication, academic discovery, intellectual awareness, political power, and personal expression. Writing can be improved through participation in a writing process, studying rhetorical strategies, college-level reading, and critically engaging one's own mechanics, organization, and development.
- The Writing Program operates the Cisco College Writing Center, which utilizes credentialed, college-level instructors to offer individualized assistance for writing/communication assignments from across the college. The Writing Program and Center recognizes that student support in an open-admission environment reinforces skills across curriculum and ensures access and opportunity thereby improving student performance and retention.
- All writing program faculty follow the Cisco College Syllabus Plan, participate in the Cisco College Faculty Evaluation Plan, and participate in the Language & Communication Division Assessment Plan. All adjunct writing program faculty submit major writing assignments to the Chair each semester for inclusion in a Division Resource Bank.
- The English Department emphasizes writing as a recursive process and requires: 4 - 6 essay assignments of varying length toward varied purposes and topics, including at least one essay of 3 pages or more in length, in English 1301; and 3 - 5 major writing projects of 3 pages or more in length emphasizing academic style and requiring research and critical analysis of source material in 1302. Both 1301 and 1302 may include a major revision as a writing project.
- The English Department encourages varied writing activities, assignments, small group or class workshops, and assessments within composition and literature courses. Some of these activities include, but are not limited to, journals, free-writing, in-class responses, formal and informal reading responses, outlines, bibliographies, essay exams, critical short answer quizzes, reflective writing, peer critiques, small group discussion, peer teaching, partner or group projects and presentations, partner or group drafting, editing, revision. Instructors are encouraged to utilize an LMS to supplement and vary course activities.
- Student writing should be evaluated on process as well as product; however, instructors may determine the assessment methods and/or weighting for the writing process. Instructors are encouraged to utilize the Suggested Grading Standards and should include grading standards in course syllabi and/or assignment instructions.
- Instructors' grading policies may require that students complete all essay projects to be eligible to pass the course. At least 60% of the course grade should come from assessed writing activities; up to 40% may come from varied individual, partner, or group activities and assignments. Portfolio grading is allowed. Instructors should advise students that all grade disputes require documentation from the student and to keep all of their graded work until they receive their final grades.
- Timely and thoughtful feedback and grades should prompt students to re-engage their work. Feedback and/or grades should be provided prior to the next major assignment's submission date. The Division's assessment plan encourages innovation in formative, periodic, and summative assessment.
- The English Department strives for a 25-student composition course-limit, and a 30-student literature course limit, in order to fulfill these guidelines which support: discipline-integrity and practices¹; student- and instructor- innovation; collaborative learning experiences; a dynamic classroom environment that facilitates varied course activities and material. Additionally, the Department makes no distinction between course size, requirements and rigor for non-traditional course formats or student populations, but does acknowledge a time-commitment increase for technologically-enhanced or – delivered courses.

¹ The English Department strives to adhere to the positions, practices, and policies of professional organizations in English, composition, and higher education: [Conference on College Composition and Communication](#); [National Council of Teachers of English](#); [Modern Languages Association](#); [Texas Council of Teachers of English Language Arts](#); [Two-Year College English Association](#); [American Federation of Teachers](#); [Texas Higher Education Coordinating Board](#)

Course Descriptions, Outcomes, and Suggested Grading Standards

1301 Composition I

ACGM / Cisco College Catalog Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Prerequisite: College-ready TSI Assessment Score (EOC or Accuplacer) or passing Developmental Education grade(s).

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

1302 Composition II

ACGM / Cisco College Catalog Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Prerequisite: ENGL 1301

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

ENGL 2307 Creative Writing I

ACGM / Cisco College Catalog Description: Practical experience in the techniques of imaginative writing. May include fiction, nonfiction, poetry, screenwriting, or drama.

Learning Outcomes

Upon successful completion of this course, students will:

1. Develop ideas and techniques for creating imaginative writing.
2. Demonstrate knowledge of at least one of the following creative writing genres: fiction, nonfiction, poetry, screenwriting, or drama.
3. Develop ideas and synthesize knowledge of at least one of the above genres into individual creative writing projects.

4. Analyze, interpret, and evaluate a variety of creative texts for technique and effectiveness.
5. Demonstrate collaborative writing skills through peer critique.

Prerequisite: ENGL 1301

ENGL 2311 Technical & Business Writing (single-semester course)

ACGM / Cisco College Catalog Description: Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents.

Prerequisite: ENGL 1301

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Recognize, analyze, and accommodate diverse audiences.
2. Produce documents appropriate to audience, purpose, and genre.
3. Analyze the ethical responsibilities involved in technical communication.
4. Locate, evaluate, and incorporate pertinent information.
5. Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate.
6. Edit for appropriate style, including attention to word choice, sentence structure, punctuation, and spelling.
7. Design and test documents for easy reading and navigation.

ENGL 2321 British Literature (single-semester course)

ACGM / Cisco College Catalog Description: A survey of the development of British literature from the Anglo-Saxon period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: ENGL 1301, ENGL 1302

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

ENGL 2322 British Literature I

ACGM / Cisco College Catalog Description: A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: ENGL 1301, ENGL 1302

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

ENGL 2323 British Literature II

ACGM / Cisco College Catalog Description: A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: ENGL 1301, ENGL 1302

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

ENGL 2326 American Literature (single-semester course)

ACGM / Cisco College Catalog Description: A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisite: ENGL 1301, ENGL 1302

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

ENGL 2327 American Literature I

ACGM / Cisco College Catalog Description: A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisite: ENGL 1301, ENGL 1302

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

ENGL 2328 American Literature II

ACGM / Cisco College Catalog Description: A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisite: ENGL 1301, ENGL 1302

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.

5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

ENGL 2331 World Literature (single-semester course)

ACGM / Cisco College Catalog Description: A survey of world literature from the ancient world to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: ENGL 1301, ENGL 1302

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

ENGL 2332 World Literature I

ACGM / Cisco College Catalog Description: A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: ENGL 1301, ENGL 1302

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

ENGL 2333 World Literature II

ACGM / Cisco College Catalog Description: A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: ENGL 1301, ENGL 1302

ACGM Learning Outcomes

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

ENGL 2341 Forms of Literature (single-semester course)

ACGM / Cisco College Catalog Description: The study of one or more literary genres including, but not limited to, poetry, fiction, drama, and film.

Prerequisite: ENGL 1301, ENGL 1302

Suggested Grading Standards for Composition Papers

An "A" Essay

- establishes a clear thesis
- offers relevant, organized evidence
- is clearly written with varied sentence structure, effective transitions, and vivid language
- contains no more than 3 (if any) small grammatical/syntax/spelling errors, none of which distract from the writer's meaning
- is free of serious errors *
- follows MLA style

A "B" Essay

- establishes a clear thesis, though it lacks the originality of the A essay
- offers relevant evidence and is generally well-organized
- contains clear, though ordinary, language with mechanical transitions
- contains no more than 5 small grammatical/syntax/spelling errors, which may distract from the writer's meaning
- may contain no more than 3 serious errors *
- follows MLA style

A "C" Essay

- has difficulty establishing a thesis or contains an unoriginal or unclear thesis
- offers weak or overly-general, loosely organized evidence
- contains decipherable main points, weak transitions, and awkward or generic language
- contains frequent small grammatical/syntax/spelling errors which interfere with the writer's meaning
- may contain 4 or more serious errors *
- contains errors in MLA style

A "D" Essay

- lacks a thesis
- contains insufficient, or perhaps lacks, evidence and has serious organizational problems, making it difficult to reconstruct the writer's train of thought
- contains vague language that lacks transitions
- contains repeated small grammatical/syntax/spelling errors and serious errors * that distract from the writer's meaning
- contains serious errors in MLA style

An "F" Essay may contain any one of the following errors:

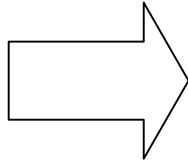
- is incomplete
- is plagiarized
- does not follow the assignment
- is riddled with serious errors
- does not follow MLA style

* A serious error is defined as a(n):

- *Run-on (fused sentence or comma splice)*
- *Sentence fragment*
- *Agreement error (subject-verb or pronoun-antecedent)*
- *Shift (voice or tense)*
- *Spelling (misspelled word, wrong word, or homophone)*

Assessment of Student Learning Plan: Language & Communication Division

**Course-Level
Assessment of
Student Learning**



Consistent content-focused, faculty-member process that documents professional development, feeds faculty evaluations and Institutional Effectiveness, supports Core Curriculum and Program-level Assessment.

Assessment Rationale: Instructors assess as a regular part of instruction as they consider the success or challenges of course material, adjust content or delivery, informally or formally collaborate with colleagues, and perform routine semester planning in the form of reading lists, assignments/activities, visual aids, ancillary materials, and assessment methods. Instructors make such decisions based on semesters' worth of simple assessments, participation in division and college-wide activities, committees, and discussions, and new material or ideas encountered during individual or college-provided professional development. An assessment plan should document this process as continued professional development: assessment links content, learning activities, assignments, and grades to student learning outcomes.

Assessment Requirements:

- I. For each course scheduled during a semester, each faculty member explains the rationale, delivery, assessment, success rate, and action/adjustment plans for a particular learning activity that is linked to a specific course outcome or outcomes.

- II. For each course section taught during a semester, each faculty member submits an electronic (i.e. spreadsheet or table) gradebook indicating course outcomes and grades for each assignment.

All materials should be submitted via email to the Division Chair. Materials may be submitted at any time during the semester, but must be submitted by the semester grade submission deadline. All learning activity artifacts will be organized by course in a resource bank accessible to all full- and part-time division faculty to foster alignment and collaboration.