1. Vernon College Core Curriculum PHILOSOPHY STATEMENT

Vernon College’s Core Curriculum reflects the institution’s deep conviction that successful, satisfying lives require a wide range of skills and knowledge. We are dedicated to providing educational opportunities that develop the academic, career, and personal capabilities of individuals so they may achieve self-fulfillment and participate fully and positively in a democratic society. In accordance with Texas Education Code, Vernon College offers a 42 semester credit hour Core Curriculum. The State of Texas has identified Foundational Component Areas and Core Objectives that enable students to gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

 Core Curriculum Foundational Component Area

**Communication:**

* Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.
* Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.
* The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility.

Core Objectives\*

1. **Critical Thinking: Students will demonstrate creative thinking, recognize innovation, practice inquiry, perform analysis, and evaluate and synthesize information (CO 2, 3, 4, 6).**
2. **Communication Skills: Students will effectively develop, interpret, and express ideas through written, oral, and visual communication (CO 1, 2, 3, 4, 5, and 6).**
3. Empirical and Quantitative Skills: Students will manipulate and analyze numerical data or observable facts resulting from informed conclusions.
4. **Teamwork: Students will develop abilities to consider different points of view and to work effectively with others to support a shared purpose or goal (CO 1, 6).**
5. **Personal Responsibility: Students will demonstrate an ability to recognize and connect choices, actions, and consequences to ethical decision making (CO 1, 2, 5).**
6. Social Responsibility: Students will develop intercultural competency, civic knowledge, and an ability to engage effectively in regional, national, and global communities.

 \*Core competencies highlighted in bold are emphasized in this core course.

II. CATALOG DESCRIPTION:

Prerequisite: Texas Success Initiative complete in reading and writing. 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. Special Fee: $22.00

III. REQUIRED BACKGROUND:

Students must be Texas Success Initiative (TSI) clear in both the reading and writing sections, meeting TSI requirements through an exemption, or completing an Individual Developmental Plan.

IV. TEXTS, OTHER REFERENCE MATERIALS:

Axelrod, Rise B., Charles R. Cooper, and Alison M. Warriner. *Reading Critically, Writing*

 *Well: A Reader and Guide.* 10th ed. Boston: Bedford / St. Martin’s, 2014. Print.

 Hacker, Diana, and Nancy Sommers. *Rules for Writers*. 7th ed. Boston: Bedford / St.

 Martin’s, 2012. Print.

V. METHODS OF INSTRUCTION:

Regardless of delivery method, students should expect lectures, discussions, and small group activities. Students will compose in-class and out-of-class writing assignments. Students will read and analyze student and professional writing. In-class, peer revision of student essays may be performed. Students will be asked to work collaboratively to write essays or create and present audio-visual presentations.

Students desiring auxiliary aids and services for this course should make their requests to the instructor and the Special Services Director.

VI. COURSE CONTENT:

 ENGL 1301 Composition I teaches students to analyze texts and to apply what they have learned to their own writing. Academic writing often requires students to present readers with a relevant thesis that can be supported with evidence and commentary. Starting with the composition process, assignments in this course emphasize the writer’s responsibility to organize and develop ideas fully. Adjusting to various writing situations, students form purposeful and audience-specific messages that reflect mastery of common rhetorical and grammatical conventions. By developing answers to probing, analytical questions, students demonstrate strong critical thinking skills. The reading and writing in this course encourages students to sharpen thinking and diction, enabling more effective efforts to be persuasive.

VII. COURSE OUTCOMES:

 Upon successful completion of this course, students will:

 1. Demonstrate knowledge of individual and collaborative writing processes (C), (T), (P).

 2. Develop ideas with appropriate support and attribution (CT), (C), (P).

 3. Write in a style appropriate to audience and purpose (CT), (C).

 4. Read, reflect, and respond critically to a variety of texts (CT), (C).

5. Use Edited American English in academic essays (C), (P).

6. Work collaboratively to complete various course requirements (CT), (C), (T).

VIII. ASSESSMENT:

Students will demonstrate proficiency with the outcomes listed above through participation in class activities/assignments, collaborative activities, performance on quizzes/examinations, and completion of at least five (5) essays, including a Core Curriculum signature assignment.