

MEMORANDUM OF UNDERSTANDING
INDIANA UNIVERSITY KOKOMO
and
INDIANA VOCATIONAL TECHNICAL COLLEGE

Statement of Purpose

The purpose of this Memorandum of Understanding between Indiana University Kokomo (IUK) and Indiana Vocational Technical College - Region 5 (IVTC-5) is to provide for transfer of IVTC-5 course credits to IUK course credits. The course included in this transfer of credit agreement is included in the IVTC-5 curricular offerings beginning Fall Semester 1993. The following course is included in this agreement:

Course Transferring

IVTC-5	English Composition: Strategies for Inquiry, ENG 111 to
IUK	Elementary Composition I, ENG W131

We, the undersigned, commit to this agreement effective Fall Semester 1993.

Emita Hill
Chancellor
Indiana University Kokomo

William J. Nunez, III
Vice Chancellor
Indiana University Kokomo

Stuart Green
Stuart Green
Dean, Arts and Sciences
Indiana University Kokomo

Shanon Christiansen
Shanon Christiansen
Executive Dean
Indiana Vocational Technical College

Gene Bruce
Gene Bruce
Director of Instructional and Student Affairs
Indiana Vocational Technical College

Ruth V. Kellar
Ruth Kellar
Academic Coordinator
Indiana Vocational Technical College

INDIANA VOCATIONAL TECHNICAL COLLEGE
COURSE OUTLINE

COURSE TITLE: English Composition: Strategies for Inquiry
COURSE NUMBER: ENG 111

PREREQUISITES: Demonstrated competency in writing skill through appropriate assessment or successful completion of BSA writing coursework.

PROGRAM: General Education
DIVISION: General Education and Support Services

CREDIT HOURS: 3
CONTACT HOURS: 3 48 total contact hours

CATALOG DESCRIPTION: This course is designed to provide a foundation in rhetorical principles, communication strategies, and inquiry processes that can be successfully applied in writing situations: personal, academic, or professional. The composing process will be initiated by and integrated with critical reading and thinking.

GENERAL COURSE OBJECTIVES: Upon successful completion of this course, the student will be expected to:

1. Apply communication theory and critical reading and thinking skills to the composing process.
2. Demonstrate an awareness of language as a tool for learning and communicating.
3. Develop strategies for making independent, critical evaluations of student and published texts.
4. Collect, analyze, and critically evaluate information to produce writing with appropriate documentation.
5. Apply strategies for the composition process, such as drafting, collaboration, revision, and peer evaluation to produce written documents.

METHOD(S) OF EVALUATION: Grading procedures will be established by the instructor and will be clarified at the first class session. The components of evaluation should consist of four to seven papers and may also include informal writings, participation, and objective measures.

SUGGESTED TEXTS/CURRICULUM MATERIALS:

Reid, Stephen. Prentice Hall Guide for College Writers. Englewood Cliffs, New Jersey: Prentice Hall, 1992.

Reid, Stephen, and Christina Murphy. Critical Thinking Skills Journal. Englewood Cliffs, New Jersey: Prentice Hall, 1992.

O'Hare, Frank, and Jean Memering. The Writer's Work. 3rd ed. Englewood Cliffs, New Jersey: Prentice Hall.

Neeld, Elizabeth Cowan. Writing Brief. 3rd ed. Scott-Foresman.

Neeld, Elizabeth Cowan. Writing: A Short Course. Scott-Foresman.

Heath. Heath Guide to Writing. 1992.

Gere, Ann. Writing and Learning. 2nd ed.

SUGGESTED READERS:

Readings: 21st Century.

Winterowd, Ross. The Critical Reader Thinker and Writer. Mayfield.

McGann, Mary. Critical Thinking and Writing in the Disciplines.

Reading American.

MINIMUM FACULTY CREDENTIALS:

Masters in English or a masters in a related field with a minimum of twelve graduate hours in English.