

## Course Number and Title: ACE 026 Writing, Research, and Presentation

**Campus Location:**

Georgetown

**Effective Date:**

2021-51

**Prerequisite:**

ACE 025 Language, Grammar, and Writing

**Co-Requisites:**

none

**Course Credits and Hours:**

2.25 credits

2.25 lecture hours/week

0.00 lab hours/week

**Course Description:**

In this course, students learn the fundamentals of writing, research, and presentation with emphasis on public speaking, writing informative and explanatory essays, writing for an audience, using technology, and conducting a short research project. This course emphasizes the use of information-based texts.

**Required Text(s):**

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

**Additional Materials:**

Access to a computer and the Internet

**Schedule Type:**

Classroom Course

**Disclaimer:**

None

**Core Course Performance Objectives (CCPOs):**

1. Use grammar effectively. (CCC 1, 5)
2. Write evidence-based arguments to support claims. (CCC 1)
3. Produce clear and coherent writing. (CCC 1, 5)
4. Comprehend and critically analyze literary writings as demonstrated by various forms of writing. (CCC 1, 5)
5. Learn how to communicate effectively in small or large group discussions. (CCC 3)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

**Measurable Performance Objectives (MPOs):**

Upon completion of this course, the student will:

*(These MPOs are aligned to specific standards of the United States Common Core Standards of English Language Arts. The numbers before each standard refer to the specific Common Core grade level equivalent.)*

**LANGUAGE/GRAMMAR:**

L.9-10.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.9-10.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**SPEAKING:**

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**WRITING:**

W.9-10.2. 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.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. 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.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. 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.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10. 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, purposes, and audiences.

**LITERATURE READING:**

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author.)

**INFORMATION READING:**

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.6. Determine an author's point of view or purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

**Evaluation Criteria/Policies:**

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the scale below:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

**Core Curriculum Competencies (CCCs are the competencies every graduate will develop):**

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

**Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**

None

**Disabilities Support Statement:**

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.