

**Course Outline**

COURSE: ENGL 250                      DIVISION: 10                      ALSO LISTED AS: ENGL 250P

TERM EFFECTIVE: Fall 2018    CURRICULUM APPROVAL DATE: 03/12/2018

SHORT TITLE: PRACTICAL WRITING

LONG TITLE: Practical Writing

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
3	18	Lecture:	3	Lecture:	54
		Lab:	1	Lab:	18
		Other:	0	Other:	0
		Total:	4	Total:	72

**COURSE DESCRIPTION:**

This course covers writing clear, correct, effective essays and learning preliminary research skills. Also listed as English 250P. This course has the option of a standard letter grade or pass/no pass.  
 PREREQUISITE: Eligibility for English 440.

**PREREQUISITES:**

- Completion of ENGL 440, as UG, with a grade of C or better.
- OR
- Completion of ESL 563, as UG, with a grade of C or better.
- OR
- Score of 05 on CTEP Writing
- OR
- Score of 1150 on Accuplacer English Writing

**COREQUISITES:**

CREDIT STATUS: C - Credit - Degree Non Applicable

**GRADING MODES**

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

**SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity
- 047 - Laboratory - LEH 0.7

**STUDENT LEARNING OUTCOMES:**

1. Demonstrate ability to write unified essays in and out of class that feature a coherent thesis, relevant supporting evidence, critical thinking, and formatting/citation conventions.

Measure: Written exams, quizzes, response journals, essays, and research papers

Year assessed, or planned year of assessment: 2018, Fall

2. Apply purposeful voice and tone to a variety of rhetorical purposes.

Measure: Out of class essays, journals, quizzes, in-class essays

Year assessed, or planned year of assessment: 2018, Fall

3. Apply research techniques, such as generating research questions, finding credible sources, synthesizing texts, and integrating multiple sources to produce academic research papers.

Measure: journals, essays, revision plans, portfolios, etc.

Year assessed, or planned year of assessment: 2018, Fall

4. Apply analytical reading strategies, such as summarizing, annotating, interpreting, paraphrasing, synthesizing, and responding to texts.

Measure: annotations, metacognitive reading journals/assignments, essays, etc.

Year assessed, or planned year of assessment: 2018, Fall

5. Recognize and practice writing as a recursive process with different stages and approaches.

Measure: journals, essays, revision plans, portfolios, etc.

**CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 03/12/2018

As of Fall 2009, GAV GE A2 no longer applicable.

**4 HOURS**

Student Performance Objectives: 1. Complete a diagnostic essay. 2. Answer questions on the basic essay form. 3. Distinguish between weak and strong thesis statements.

Content: Introduction to the course. Students will write a diagnostic essay. They'll learn the Four Basics of learning how

to write (Exposure, Motivation, Practice, Feedback). Writing will be taught as

a process. The first step is generating ideas for the chosen topic. There will be an introduction to the techniques for

generating ideas for writing (Brainstorming, Clustering, Free-writing, etc.)

Homework: Read selections on the writing process and brainstorming.

Homework: Read material on the writing process.

Complete brainstorming exercises.

**4 HOURS**

Student Performance Objectives: 1. Practice outlining and other forms of pre-writing. 2. Recognize the meaning of grading marks. 3. Answer questions

concerning basic usage. 4. Keep a Writing Journal. 5. Follow recommendations made in writing diagnosis, to begin process of resolving writing issues.

Content: Introduction to the Communication Square

(Purpose, Audience, Persona, Voice). There will be an emphasis on the format of an essay. Titles, Introductions, Conclusions, Thesis statements. Introduction to portfolio process.

Homework: Students

will write in their journals, responding to readings and practicing class activities.

#### 4 HOURS

Student Performance Objectives: 1. Write a process paper (3 point, 5 paragraph essay). 2. Discuss introductions and conclusions, and appraise their functions. 3. Demonstrate understanding of subjects and verbs. 4. Discuss paper #1. 5. Record journal projects.

Content: Students will be introduced

to the process or informative essay, looking at both professional and student writing. Discussion will focus on clarity of meaning and purpose, and audience awareness. Students will write in their journals, responding to readings and practicing class activities. Grammar: Basic Usage.

Homework: Write Paper #1 (The Process Essay)

#### 4 HOURS

Student Performance Objectives: 1. Revise paper #1. 2.

Proofread. 3. Select examples of run-together sentences, and resolve them correctly.

Content: Revision, Peer Groups, and Editing will be a focus. Grammar: Review Run-On Sentence errors, comma splices

and Parts of Speech, especially subjects and verbs. Review Fragments.

Homework: Revise Essay #1. Respond in journals to readings and practice grammar activities.

#### 4 HOURS

Student Performance

Objectives: 1. Write a descriptive essay. 2. Answer questions on irregular verbs, demonstrating correct usage. 3. Discuss paper #2, evaluating correct usage, and analyzing structure and

content.

Content: Students will be introduced to descriptive writing, looking at both professional and student writing. Abstract and Concrete language will be introduced. Grammar: Review comma splices and ways to correct them.

Homework: Write Essay #2 (The Descriptive Essay). Respond in journals to readings and practice grammar activities.

#### 4 HOURS

Student Performance Objectives: 1. Revise

paper #2. 2. Proofread, and resolve structure/usage problems. 3. Answer questions on subject/verb/pronoun agreement.

Content: Peer-editing workshops for Descriptive Essay revision. Sentence structure and variety will be explained, demonstrated, and practiced. Grammar: Review coordination and subordination.

Homework: Revise Essay #2. Respond in journals to readings and practice grammar activities.

#### 4 HOURS

Student Performance Objectives: Write a narrative essay. 2. Answer questions on consistent verb tense and pronoun case. 3. Critique paper #3, assessing content and form.

Content:

Students will be introduced to narrative techniques and ways

to tell a story, looking at both professional and student writing. Grammar: Review consistent verb tense.

Homework: Write Essay #3. Respond

in journals to readings and practice grammar activities.

#### 4 HOURS

Student Performance Objectives: 1. Revise essay #3, choosing alternatives to improve form, flow and usage. 2. Proofread. 3. Take

midterm exam. 4. Confer with instructor on journal assignments.

Content: Peer editing workshops for narrative essay revision. Midterm exam.

Homework: Revise Essay #3. Students will write in their

journals, responding to readings and practicing class activities.

#### 4 HOURS

Student Performance Objectives: 1. Write Essay #4. 2. Answer questions on dangling modifiers. 3. Self-assess communicative effectiveness and language usage.

Content: Students will be introduced to the comparison/contrast essay, looking at both professional and student writing. Different styles (such as block and point-by-point) will be illustrated. Grammar:

Sentence expansion and sentence combining. Practice in class essay response.

Homework: Write comparison and contrast essay. Students will write in their journals, responding to readings and practicing class activities.

Student Performance Objectives: 1. Revise essay #4. 2. Proofread. 3. Answer questions on parallel structure, judging correct and

incorrect usage. 4. Identify research paper topic, purpose, and scope.

Content: Peer editing workshop for descriptive essay revision. Grammar: Review Subject/Verb/Pronoun agreement. Introduce research paper.

Homework: Revise essay #4. Respond in journals to readings and practice class activities. Submit research paper proposal.

#### 4 HOURS

Student Performance Objectives: 1. Write Essay #5, the research essay. 2. Answer questions on punctuation, practice various common punctuation error corrections. 4. Clarify research paper topic, purpose, and scope.

Content: Students will be introduced to the research essay, looking

at both professional and student writing. Grammar: Punctuation. Introduce annotated works cited list. Practice #2 for in-class essay

Homework: Annotated Bibliography

with at least five sources. Essay #5, the research essay. Respond in journals to readings and practice class activities.

#### 4 HOURS

Student Performance Objectives: 1. Plan and write cover letter for portfolio. 2. Answer

questions on punctuation, practice various common punctuation error corrections. 3. Plan cover letter: purpose, and scope.

Content: Students will be introduced to the cover letter, looking at both professional and student writing. Grammar: Punctuation.

Homework: Write cover letter. Respond in journals to readings and practice class activities. Revise essay #5, research.

#### 4 HOURS

Student Performance Objectives: 1. Understand and practice basics of in-class timed essay writing.

Content: Students will be given the prompt for the portfolio in-class essay, review the expectations for the timed essay.

Homework: Read and annotate selection for in-class essay. Revise essay selections for portfolio.

#### 4 HOURS

Student Performance Objectives: 1. Assemble

portfolio for grading. 2. Practice steps in writing process. 3. Revise essays and cover letters as needed. 4. Apply techniques for timed writing to in-class essay.

Content: Students will write and submit timed in-class writing for portfolio.

Homework: Revise all components of portfolio.

4 HOURS

Student Performance Objectives: 1. Review completed portfolio. 2. Revise portfolio content as needed.

Content: Peer review for portfolio revision. Review of portfolio grading process and portfolio expectations.

Homework: Complete all components of portfolio, begin preparation for final exam.

4 HOURS

Student Performance Objectives: 1. Prepare for final exam. 2. Review portfolio process and analyze progress.

Content: Discussion of portfolio outcomes. Review of expectations for final exam. Discussion of the prompt for final exam.

Homework: Read and annotate selection for final exam.

2 HOURS

Student Performance Objectives: 1. Practice techniques for timed writing. 2. Review content of course.

Content: Final Exam.

#### **METHODS OF INSTRUCTION:**

1) Lectures and class discussion. 2) In-class writing and revising. 3) Grammar exercises for classwork and homework. 4) Exams and short tests. 5) Reading and discussion of short stories, articles, essays, or a novel. 6) Student presentations. 7) Lab activity.

#### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 108

Assignment Description: Essays, Journals, Portfolios, Exams, etc.

Required Outside Hours:

Assignment Description:

#### **METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 75.00 %

Percent range of total grade: 75 % to 80 % Written Homework; Reading Reports; Essay Exams; Term or Other Papers; Other: Journals, Reading responses

Problem-solving assignments

Percent of total grade: 15.00 %

Percent range of total grade: 15 % to 20 % Homework Problems; Quizzes; Exams

Skill demonstrations

Percent of total grade: 10.00 %

Percent range of total grade: 5 % to 10 % Class Performance/s

#### **REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Gerald Graff and Cathy Birkenstein. They Say/I Say (3rd edition). W.W. Norton and Co.,2014.

ISBN: 9780393935844

Reading Level of Text, Grade: 15th grade Verified by: Dana Young

Recommended Representative Textbooks

Annette Rottenberg. Elements of Argument. Bedford/St. Martin,2014.  
ISBN: 97814576662362  
Reading Level of Text, Grade: 15th grade Verified by: Dana Young

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: B

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: A

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000130751

Sports/Physical Education Course: N

Taxonomy of Program: 150100