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

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>3</td>
<td>18</td>
<td>Lecture: 3</td>
<td>Lecture: 54</td>
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<td>Lab: 1</td>
<td>Lab: 18</td>
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<td>Other: 0</td>
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<td>Total: 4</td>
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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:
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
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
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.

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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
ISBN: 9780393935844
Reading Level of Text, Grade: 15th grade Verified by: Dana Young
Recommended Representative Textbooks