Course Outline

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

TERM EFFECTIVE: Spring 2014  CURRICULUM APPROVAL DATE: 09/23/2013

SHORT TITLE: PRACTICAL WRITING

LONG TITLE: Practical Writing

<table>
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<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>3</td>
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<td>Lecture</td>
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<td>Lab</td>
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<td>18</td>
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<td>Total</td>
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COURSE DESCRIPTION:

This course covers writing clear, correct, effective essays and learning preliminary research skills. This course will be offered as pass/no pass unless student requests a grade. PREREQUISITE: Eligibility for ENGL 440 or ENGL 420. COREQUISITE: ENGL 260P

PREREQUISITES:
Score of 1150 on Accuplacer English Writing
OR
Score of 3150 on Accuplacer English Reading

COREQUISITES:
ENGL 260P

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
STUDENT LEARNING OUTCOMES:
1. Demonstrate the ability to write clear, coherent essays in standard English.

Measure: In-class writing, out-of-class journals and essays. Essay exams
PLO:
ILO: 1, 2
GE-LO: A3
Year assessed or anticipated year of assessment: f13

2. Apply research techniques to college-level research papers.

Measure: In-class exercises, research paper project
PLO:
ILO: 2, 3, 1
GE-LO: A5
Year assessed or anticipated year of assessment: f13

3. Analyze essay writing in terms of message, form, effectiveness

Measure: Reading response journals, class discussion, quizzes, essay exams.
PLO:
ILO: 2, 7
GE-LO: A7
Year assessed or anticipated year of assessment: f13

4. Utilize reading and writing skills to effectively complete a timed argument essay (department final), thus demonstrating the ability to proceed to English 1A or receive an AA degree

Measure: Department Final essay examination
PLO:
ILO: 1, 2
GE-LO: A3, A4, A6, A7
Year assessed or anticipated year of assessment: f13

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 09/23/2013
NOTE: Students spend one hour a week in lab, either the college writing center or in smaller groups with their instructor. Lab activity provides individualized tutoring on writing problems through one-on-one or small group instruction, computer assisted instruction, or instruction complemented with audio-visual or printed materials, ideally administered with the assistance of trained writing tutors.

9/30/2013
Content--Topics, Scope, and Sequence:

WEEK 1     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. Complete brainstorming exercises.

WEEK 2     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.
Homework: Students will write in their journals, responding to readings and practicing class activities.

WEEK 3     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 clear writing and avoiding COIK (clear only if known) writing and Writer-Based Prose. Students will write in their journals, responding to readings and practicing class activities. Grammar: Basic Usage.
Homework: Write Paper #1 (The Process Essay)

WEEK 4     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 and Parts of Speech, especially subjects and verbs. Review Fragments. Introduce students to department final and practice in class.
Homework: Revise Essay #1. Respond in journals to readings and practice grammar activities.

WEEK 5     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.

WEEK 6 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 practices. Grammar: Review coordination and subordination.

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

WEEK 7 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.

WEEK 8 4 HOURS
Student Performance Objectives: 1. Revise paper #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.

WEEK 9 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 department final #2 in class.

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

WEEK 10 4 HOURS
Student Performance Objectives: 1. Revise paper #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 comparison/contrast essay. Respond in journals to
readings and practice class activities. Submit research paper proposal.
WEEK 11 4 HOURS
Student Performance Objectives: 1. Plan and write paper #5. 2. Answer
questions on punctuation, practice various common punctuation error
corrections. 3. Discuss paper #5. 4. Clarify research paper topic,
purpose, and scope.
Content: Students will be introduced to the definition essay, looking
at both professional and student writing. Grammar: Punctuation.
Introduce annotated works cited list.
Homework: Write definition essay. Respond in journals to readings and
practice class activities. Revise research paper proposal. Research six
sources for research paper.
WEEK 12 4 HOURS
Student Performance Objectives: 1. Revise paper #5, using improvement
ideas gained from discussion. 2. Proofread. 3. Answer questions on
coordination, subordination, and introductory adverbs. 4. Practice
works cited format.
Content: Peer editing workshop for Essay #5 revision. Grammar: Dangling
Modifiers. Discuss citation concept and MLA format for research papers.
Homework: Revise definition essay. Respond in journals to readings and
practice class activities. Submit annotated works cited list for
research paper.
WEEK 13 4 HOURS
Student Performance Objectives: 1. Write paper #6 2. Answer questions
on verbals and absolutes, judging correct/incorrect usage. 3. Discuss
paper #6. 4. Refine citation skills.
Content: Students will be introduced to logic and critical thinking as
related to the argumentative essay. Students will learn persuasive
techniques and will read both professional and student writing.
Grammar: Parallel structure. Department final practice #3.
Homework: Write argumentative essay. Respond in journals to readings
and practice class activities. Submit revision of annotated works cited
list.
WEEK 14 4 HOURS
Student Performance Objectives: 1. Revise paper #6. 2. Proofread. 3.
Answer questions on appositives, determining applicable usage.
Content: Peer-editing workshop for revising Essay #6. Grammar: Verbals
and Appositives. Discuss "Research Paper without the Research" drafting
concept and avoiding plagiarism.
Homework: Revise argument essay. Respond in journals to readings and
practice class activities. Begin draft of "Research Paper without the
Research."
WEEK 15 4 HOURS
Student Performance Objectives: Complete draft of Essay #7. 2. Perform
exercises in sentence expansion. 3. Discuss paper #7.
Content: Students will continue to learn the techniques of research and documentation. Workshop focus will be on developing a thesis and outlining key points for the research paper.
Homework: Write Research Paper Draft #1, the "Research Paper without the Research." Respond in journals to readings and practice class activities.

WEEK 16  4 HOURS
Student Performance Objectives: 1. Revise and expand paper #7. 2. Proofread.
3. Answer questions on sentence patterns.
Content: Review for department final. Continue to work on the research paper via peer editing and class activities.
Homework: Revise the "Research Paper without the Research." Respond in journals to readings and practice class activities. Take Department Exam on Saturday.

WEEK 17  4 HOURS
Student Performance Objectives: 1. Write Paper #8, the full-blown research paper where quotations and citations are added into Essay 7, demonstrating the ability to formulate, plan and execute an extended essay. 2. Answer questions on more sentence patterns. 3. Discuss paper #8, critiquing and judging effective writing for form and content.
Content: Workshop emphasizing the quote sandwich and MLA format for parenthetical citations and the works cited list. Peer-edit final research papers.
Homework: Submit Essay #7. Prepare for final presentation and/or class final.

WEEK 18  2 HOURS
Student Performance Objective: Present research paper process and product to the class and/or take written class final.
Content: Students will give oral presentations about their research projects and or take written class final.
Included in content section.

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.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Reading reports
Essay exams
Term papers
The problem-solving assignments required:
Quizzes
Exams
The types of skill demonstrations required:
Class performance
The types of objective examinations used in the course:
None
Other category:
Lab participation
The basis for assigning students grades in the course:
Writing assignments: 55% - 75%
Problem-solving demonstrations: 10% - 25%
Skill demonstrations: 5% - 10%
Objective examinations: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
Required:
Warner/Hilliard, Visions across the Americas: Short Essays for Composition, Cengage, 2010, or other appropriate college level text.
Reading level of text, Grade: 11th Verified by: C. Salvin
Other textbooks or materials to be purchased by the student: an additional book to be purchased by the student, such as: The Shallows: What the Internet is Doing to Our Brains, by Nicholas Carr, ISBN: 0393339750, published 2011, publisher: Norton.

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
Not Transferable
UC TRANSFER:
Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: B
Classification: A
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: 3
Minimum Hours: 3
Course Control Number: CCC000528090
Sports/Physical Education Course: N
Taxonomy of Program: 150100