Course Outline

COURSE: ENGL 440  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Spring 2018  CURRICULUM APPROVAL DATE: 04/24/2017

SHORT TITLE: BASIC WRITING

LONG TITLE: Basic Writing

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>Lecture: 3</td>
<td>54</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Lab: 1</td>
<td>18</td>
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<td></td>
<td></td>
<td>Other: 0</td>
<td>0</td>
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<td></td>
<td></td>
<td>Total: 4</td>
<td>72</td>
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COURSE DESCRIPTION:

This is an intensive study and application of basic grammar, sentence, and essay writing skills within the context of composing short essays. Units earned in this course do not count toward the associate degree and/or certain certificate requirements. PREREQUISITE: Satisfactory score on the English placement examination.

PREREQUISITES:

- Completion of ENGL 438, as UG, with a grade of C or better.
  OR
- Completion of ENGL 439, 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

5/15/2017
SCHEDULE TYPES:
- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:
1. Identify, re-state and respond to an author's thesis and supporting points
   Measure of assessment: Written exams, quizzes, response journals, essays
   Year assessed, or planned year of assessment: 2012
2. Recognize and practice specific rhetorical strategies.
   Measure of assessment: Out of class essays, journals, quizzes, in-class essays
   Year assessed, or planned year of assessment: 2012
3. Demonstrate ability to write clear, unified essays in standard English which feature a coherent thesis, relevant supporting evidence, and control of conventions.
   Measure of assessment: essays
   Year assessed, or planned year of assessment: 2012
4. Apply beginning research skills applicable to academic and workplace environments, such as locating, evaluating, summarizing and interpreting sources.
   Measure of assessment: bibliographies, research essay
   Year assessed, or planned year of assessment: 2012
5. Write effective, well-organized impromptu essays under timed conditions.
   Measure of assessment: essay exams, out of class essays, reports, observations
   Year assessed, or planned year of assessment: 2012
6. Recognize and practice steps in the writing process.
   Measure of assessment: journals, outlines, drafts, revisions, essays

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 04/24/2017

4 HOURS
Homework
Write a short diagnostic paragraph, assess individual strengths and potential challenges. Complete Student Profile.
Content
Introduction to class and lab expectations. Overview of steps in the writing process, practice prewriting, clustering, brainstorming. Discussion and assessment of individual learning styles. In small groups, conduct interviews and write brief biographies.
Student Performance Objective
To practice steps in writing process, to become familiar with class requirements, to practice working in small groups together, practice note-taking skills.

4 HOURS
Content
Discuss purpose and audience, and choosing and narrowing a topic. Discuss annotation techniques for reading. Small and large group discussions of reading selection. Introduction to sentence structure and sentence level errors. Assign Essay #1, the personal or reflective essay.
Homework
Read selected narratives. Respond to selections in a journal. Brainstorm/outline exercise for Essay #1.
Student Performance:
To practice annotation and other reading techniques. Participate in in-class writing and discussions. Identify common grammar errors, such as run on sentences and comma splices

4 HOURS

Content
Discuss and practice the process of choosing and refining a thesis. Evaluate drafts of essay #1 in small groups and individual conferences with instructor. Introduce fragments: how to find and correct. Assign Essay #2

Homework
Read selected texts, write journal response. Revise Essay #1

Student performance
Practice thesis writing, refinement. Practice revision techniques. Identify and correct sentence fragments in the students’ own writing.

4 HOURS

Content
Discuss the organization of evidence to support the thesis (i.e. experience, observation, logic, research, description, etc.) Introduce sentence subordination and coordination. Discuss revision techniques and practice in small groups. Discuss or quiz on selected texts.

Homework

Student Performance
To practice sentence subordination and coordination. To practice techniques for descriptive writing. To practice revision techniques.

4 HOURS

Content
Discuss introductions and conclusions. Discuss process of editing and revising. Introduce argument techniques. Assign Essay #3, the argument or persuasive essay. Discussion, in-class writing or quiz for reading material.

Homework:
Read selected text/s, respond in journal. Revise and submit Essay #2. Brainstorm/outline for Essay #3.

Student Performance
Recognize and practice techniques for argument or persuasive writing. Analyze reading and evaluate the author's argument. Practice revision techniques.

4 HOURS

Content
Discuss logic and persuasive supporting evidence. Small group discussion and evaluations of argument essay. Discussion, in-class writing or quiz for reading material. Introduce and practice techniques for addressing commonly confused words and spelling errors.

Homework
Read selected text/s, respond in journal. Draft essay #3.

Student performance
Recognize and correct misspellings in student work. Apply logical techniques to student writing, and find logical flaws in other people's writing. Respond to argument. Practice logic and inclusion of adequate supporting detail in student writing.
4 HOURS
Content:
Introduce the research process. Assign essay #4, the research essay. Discuss and practice finding and evaluating sources. Introduce subject/verb agreement. Discussion, quiz or in-class writing for reading material.
Homework:
Student performance
Practice finding and evaluating sources, practice guidelines for subject/verb agreement, practice techniques for timed in-class writing.

8 HOURS
Content
Discuss and practice guidelines for managing information and avoiding plagiarism (quotation, summary, paraphrase). Introduce annotated bibliography and MLA guidelines for citation (in-text and bibliographical) Discuss and practice guidelines for subject/pronoun agreement. Discussion, quiz or in-class writing for reading material.
Homework:
Annotated bibliography - two sources. Outline and draft essay #4. Read selected text/s and respond in a journal.
Student performance
Practice MLA guidelines for citation, practice incorporating information into student work, summary, paraphrase and quotation techniques. Practice techniques for in-class writing.

12 HOURS
Content
Homework
Student performance:
Practice in-class writing techniques. Practice revision techniques, especially for MLA formatting and citation. Practice cover letter guidelines.

4 HOURS
Content: Discuss revision techniques for cover letter. Hand out essay for portfolio in-class essay exam. Discuss and practice guidelines for analyzing a primary text. Review thesis statements, outlines and use of appropriate support for main ideas.
Homework: Read selected narratives and respond in journals. Revise cover letter, finalize essays for portfolio.
Student performance
Practice guidelines for portfolio. Practice guidelines for analysis of a primary text.

4 HOURS
Content: In-class essay exam for portfolio.
Homework:
Read
selected text/s and respond in journals. Submit portfolio. Draft Essay #5, analysis of a primary text.

Student Performance
Practice choosing a focus for analyzing a theme or key point in the text.
Practice in-class writing techniques.

4 HOURS

Content
Small group discussion and revision of Essay #5. Individual conferences re: portfolio results. Introduction to final exam.

Homework: Read
selected narratives and respond in journals. Revise Essay #5, analysis of a primary text.

Student performance
Practice peer revision techniques. Practice guidelines for including quotations in analysis.

2 HOURS

OUT OF CLASS ASSIGNMENTS:
Required Outside Hours:
Assignment Description: Essays, Journal Assignments, Presentations, Portfolio, etc.

METHODS OF INSTRUCTION:
1. Lecture and class discussion. 2. In-class writing and journals. 3. Collaborative learning. 4. Exams and quizzes.

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: 5.00 %
Percent range of total grade: 5 % to 10 % Class Performance/s

Objective examinations
Percent of total grade: 5.00 %
Percent range of total grade: 5 % to 10 %

REPRESENTATIVE TEXTBOOKS:
Required Representative Textbooks

Reading Level of Text, Grade: Reading level of text: 10 grade level. Verified by: Verified by:Jen Ferro

Recommended Representative Textbooks
ISBN: 978-1605985459

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
SUPPLEMENTAL DATA:
Basic Skills: B
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: B
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000296065
Sports/Physical Education Course: N
Taxonomy of Program: 150100