

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

| <u>Units</u> | <u>Number of Weeks</u> | <u>Type</u> | <u>Contact Hours/Week</u> | <u>Total Contact Hours</u> |
|--------------|------------------------|-------------|---------------------------|----------------------------|
| 3 | 18 | Lecture: | 3 | 54 |
| | | Lab: | 1 | 18 |
| | | Other: | 0 | 0 |
| | | Total: | 4 | 72 |

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

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

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

Revise and submit essay #1. Draft Essay #2, definition. Read selected text/s, respond in a journal. Self-assessment exercise.

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:

Revise and submit essay

#3. Read selected text/s and respond in journals. Submit proposal for essay #4, research. Self-assessment exercise

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

Discuss and practice

guidelines for parallel structure in sentences. Review portfolio process - timeline, expectations, grading and submission. Discuss guidelines and process for in-class writing for portfolio. Practice in-class writing in preparation for the portfolio timed writing. Introduce cover letter.

Homework

Submit essay #4 research. Read selected text/s and respond in a journal. Revise essays for portfolio submission. Brainstorm and draft cover letter. Self-assessment exercise.

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

Silverman. Rules of Thumb. McGraw-Hill,2014.

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

Recommended Representative Textbooks

Marina Chapman. The Girl With No Name. Pegasus Books,2014.

ISBN: 978-1605985459

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: 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