

Course Outline

COURSE: ENGL 748 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2014 **CURRICULUM APPROVAL DATE:** 03/10/2014

SHORT TITLE: DEVELOPMENT OF WRITING SKILLS

LONG TITLE: Development of Writing Skills

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	0	0
		Lab:	1	18
		Other:	0	0
		Total:	1	18

COURSE DESCRIPTION:

A series of workshops and directed learning activities allowing individuals to study specific writing strategies and points of grammar and punctuation use. Individuals develop a plan of study as suggested by instructor recommendation and diagnostic assessment.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times, 100 credit hours

SCHEDULE TYPES:

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Note: Workshop topics are followed by their SLOs. Annoying Misspellings:
Recognize the most common misspellings and use correct spellings

Measure: worksheet

PLO:

ILO: 3, 2, 7

GE-LO:

Year assessed or anticipated year of assessment: 2013

2. Adjective Clauses: Understand how adjective clauses are formed and create simple to extended adjective clauses

Measure:

PLO:

ILO: 3, 2, 7

GE-LO:

Year assessed or anticipated year of assessment: 2013

3. Recognize the eight most common sentence patterns in English and use subjects, verbs, and objects/complements to create sentences in each of the patterns. Recognize coordinate conjunctions and use them to connect words, phrases, and independent clauses. Recognize and correct fragments in writing. Recognize subordinate conjunctions and use them correctly to join clauses and sentence

Measure: diagnostic paragraph

PLO:

ILO: 3, 2, 7

GE-LO:

Year assessed or anticipated year of assessment: 2013

4. Identify the most common kinds of errors an individual is making and know how to avoid or correct them. Proofread one's own writing effectively by using strategies and skills appropriate to the individual

Measure: diagnostic paragraph

PLO:

ILO: 2, 6, 3

GE-LO:

Year assessed or anticipated year of assessment: 2013

5. Vocabulary in Context: Understand meanings of words by using contextual clues

Measure: worksheet, writing samples

PLO:

ILO: 3, 2, 5, 7

GE-LO:

Year assessed or anticipated year of assessment: 2013

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

Curriculum Approval Date: 03/10/2014

8 Hours

Each semester six to eight different workshops are scheduled weekly and reoffered on a rotating basis so that each workshop is offered two or three times during the semester. The workshops begin two weeks after the start of the semester and end the week before finals. Students recommended for the course by assessment, students from English 440, 250, 1A, and 1B, and nonstudents from the community register for a section of English 748, twenty students maximum per section. Note that English 440, 250, 1A, and 1B instructors can recommend or refer students to the course, based on work evaluated during the first two weeks of the semester. With the help of teacher recommendations and/or assessment, students create a plan of study, choosing eight workshops to attend and creating a schedule for attendance. Students record this plan on an individual course record, which they take to their workshops to record attendance (through

the instructors' signatures), track progress, and show completion. Students enrolled in other composition courses can use this record to demonstrate to their instructors successful completion of the course. Students completing the course successfully receive an award or certificate of completion. Note also that students may repeat the course, possibly choosing an entirely different plan of study from the one they pursued before, and students could possibly enroll in more than one section in the same semester if they wanted to attend more than eight workshops. Because the course is noncredit, no tests or out-of-class assignments are given.

1 Hour

Each one-hour workshop has performance objectives based on the workshop topic and student learning outcomes for that topic (see SLO chart above). In every workshop students demonstrate their attainment of the student learning outcomes--their performance objectives--by successfully completing the workshop activities, which include such measurement tools as worksheets, analysis of writing, and creation of sentences and paragraphs (see Measure above). Each workshop should average ten or fewer students because of the number of workshops offered for the students (Example: four sections of twenty students each = eighty students. Multiply by eight workshops = 640. Divide by number of workshops--32 x 3, or 96 = 6.7 students per workshop. Or three sections of twenty students each = sixty students. Multiply by eight workshops = 480. Divide by number of workshops--32 x 2, or 64* = 7.5 students per workshop. *Fewer students means fewer instructors to offer workshops, so the number of workshops decreases.)

STUDENT LEARNING OBJECTIVES:

1. Note: Workshop topics are followed by their SLOs. Annoying Misspellings: Recognize the most common misspellings and use correct spellings

ILO: 3, 2, 7

Measure: worksheet

2. Adjective Clauses: Understand how adjective clauses are formed and create simple to extended adjective clauses

ILO: 3, 2, 7

Measure: worksheet, writing samples

3. Basic Sentence Patterns: Recognize the eight most common sentence patterns (StvO, subj.--trans. verb--object, for example) in English and use subjects, verbs, and objects/complements to create sentences in each of the patterns

ILO: 3, 2, 7

Measure: worksheet, writing samples

4. Comma Use: Use commas where appropriate and avoid them where they should not be used

ILO: 3, 2, 7

Measure: worksheet

5. Coordination: Recognize coordinate conjunctions and use them to connect words, phrases, and independent clauses

ILO: 3, 2, 7

Measure: worksheet, writing samples, class discussion

6. Fragments: Recognize and correct fragments in writing

ILO: 3, 2, 7, 5

Measure: worksheet, writing samples, class discussion

7. Identifying Error Patterns in Your Writing and Fixing Them: Identify the most common kinds of errors an individual is making and know how to avoid or correct them

ILO: 2, 3, 6

Measure: diagnostic exercises, instructor evaluation, writing samples

8. Infinitive Phrases: Use infinitive phrases correctly with adjectives, verbs, pronouns, and nouns

ILO: 3, 7, 2

Measure: worksheet, writing samples

9. Introductions and Conclusions: Understand the purposes and structures of introductions and conclusions and create an effective introduction and conclusion

ILO: 3, 2, 1, 5, 7

Measure: class discussion, writing samples

10. Outlines and Other Organizers: Create effective outlines, clusters, and lists to organize an essay

ILO: 2, 1, 4

Measure: brainstorm, group/individual maps

11. MLA Documentation: Know how to use a handbook section on MLA documentation and reference a book, a periodical article, and a web source correctly in writing

ILO: 2, 7, 3

Measure: creation of sample bibliographies

12. Paragraph Development: Learn some common models of paragraphing and use topic sentences and support to write cohesive paragraphs

ILO: 2, 1, 5, 7

Measure: exercises, paragraph writing

13. Parallel Construction: Recognize when a phrase or sentence is or is not parallel and correct structures that are not parallel

ILO: 13. 2, 3, 7, 5

Measure: worksheet, writing samples

14. Participial Phrases and Gerunds: Use -ing form of verbs in progressive tenses, in modifying phrases, and as subjects and objects

ILO: 3, 2, 7

Measure: worksheet, writing samples

15. Proofreading Strategies and Skills: Proofread one's own writing effectively by using strategies and skills appropriate to the individual

ILO: 2, 6, 3

Measure: diagnostic exercises, checklist, plan of action

16. Prewriting and Invention: Use several prewriting techniques to form ideas for essay writing and adopt techniques compatible to the individual

ILO: 2, 1, 6, 5

Measure: individual writing exercises

17. Punctuation Connectors: Learn the uses of semicolons, colons, and dashes and connect clauses and phrases effectively with these punctuation marks

ILO: 3, 2, 7

Measure: worksheet, class discussion

18. Recognizing and Correcting Tense Shifts: Use consistent tenses according to context by recognizing and correcting tense shifts in individual writing

ILO: 2, 3, 7, 6

Measure: diagnostic exercise, worksheet, writing samples

19. Revision Strategies: Revise work to clarify and expand ideas and to improve paragraph and essay structure and support

ILO: 6, 5, 1, 2

Measure: diagnostic exercises, rewriting of paragraphs

20. Sentence Boundaries: Comma Splices and Run-ons: Recognize sentences that are not joined correctly and connect them using appropriate punctuation, transitions, or conjunctions

ILO: 3, 2, 7

Measure: worksheet, writing samples

21. Sentence Combining Strategies: Combine sentences using coordinate conjunctions, punctuation, transitional adverbs, and participles

ILO: 3, 2, 7, 5

Measure: worksheet, class discussion

22. Sentence Combining in Your Own Work: Effectively combine short sentences in individual writing

ILO: 6, 2, 3, 5, 7

Measure: worksheet, rewriting of sentences

23. Subject-Verb, Still Disagreeing? Recognize person and number of the subject and use the correct form of the verb for the present tense and the "be" verb for the past tense

ILO: 3, 2, 7

Measure: worksheet, self-created chart, writing samples

24. Subordination: Recognize subordinate conjunctions and use them correctly to join clauses and sentences

ILO: 3, 2, 7

Measure: worksheet, writing samples

25. Thesis Sentences: Understand the purposes and functions of thesis sentences and create thesis sentences identifying an essay topic and the writer's stance concerning the topic

ILO: 1, 3, 2, 7

Measure: worksheet, writing of sentences

26. Transitions: Know transitional words and use them correctly to move from idea to idea in writing

ILO: 3, 2, 7, 1

Measure: worksheet, writing samples, class discussion

27. Using Databases Instead of Google: Know what databases are and search library databases to find references and sources relevant to a topic

ILO: 3, 4, 6, 7

Measure: use of databases to identify several references and sources

28. Using Outside Sources: Quoting, Paraphrasing, Summarizing: Quote, paraphrase, and summarize a given text following appropriate conventions for citation

ILO: 1, 5, 2, 6

Measure: worksheet, creation of in-text citations

29. Using Passive Voice Correctly: Understand the difference between active and passive voice and form the passive verb correctly by using a form of "be" as a helping verb with a past participle

ILO: 3, 2, 7

Measure: worksheet, writing samples, self-created chart

30. Vocabulary in Context: Understand meanings of words by using contextual clues

ILO: 3, 2, 5, 7

Measure: worksheet, writing samples

31. Word Relatives: Identify the noun, verb, adjective, and adverb forms of common words and use them in context

ILO: 3, 2, 7

Measure: worksheet, self-created chart

32. Word Processing--A Primer: In a word processing program create an appropriate format for academic papers

ILO: 3, 2, 4, 7

Measure: creation of formatted pages

REPRESENTATIVE TEXTBOOKS:

Required:

Silverman. Rules of Thumb. San Francisco: McGraw Hill, 2012. Or other appropriate college level text.

ISBN: 0073405965

Reading level of text, Grade: 10th

Verified by: Karen Warren

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: L

Noncredit Category: C

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: CCC000503347

Sports/Physical Education Course: N

Taxonomy of Program: 150100