Course Information

School: School of Language Arts  Last Revised By: Monique Fernandez  12/07/2011
Last Reviewed By: Velvet Pearson  10/20/2010

Department: English  Status: Adopted
Subject: ENGL  Catalog Nbr: 105
Descriptive Title: Fundamentals of Writing  Units: 4

Course Detail

Class Size Max: 28
Materials Fee: $0.00
Grade Code: Student Choice

Number Of Hours: (per week, based on a term of 18 weeks)
  Lecture: 4  Laboratory: 0  Maximum Contact Hours: 72  Total Supplemental Learning Hours: 3
Teaching Units: 4

Requisites:

Prerequisite:
Qualification through the English assessment process, which must be completed before registration for class or ENGL 801B.

Course Descriptions

Catalog Description:
(This is an overview of course scope, level and topics plus identification of audience. May use up to five lines of text.)

This course focuses on expository and argumentative writing, standard written English and critical reading. The course prepares students for entrance into ENGL 1. During the semester, students are required to complete 3 hours of supplemental learning activities in a Success Center.

Authorization

Authorized By:

Department Head  School Dean

Jeff Wheeler 10/20/2010
Faculty Author
Student Learning Outcomes/Objectives:

Course level student learning outcomes and objectives are clear and measurable statements that define what a student knows and/or is able to do at the completion of a course. These learning statements may involve knowledge (cognitive), skills (psychomotor), or attitudes (affective) that display evidence that learning has occurred, at a specified level of competency.

Outcomes and Objectives: Student learning can be identified as either outcomes, which are broad, more global statements or objectives, which are narrow, more specific statements. The difference is primarily that the outcomes demonstrate an overarching understanding and/or application of a core subject aspect while the objectives are the small pieces of subject matter, which build up to the learning outcome(s).

Please note that this course must provide instruction for students to develop critical thinking skills. List a limited number of major outcomes and objectives in terms of the observable knowledge, and/or skills to be attained as a result of completing this course. Some of these outcomes and objectives must include college-level critical thinking, and application of concepts—see Bloom’s Taxonomy or a comparable taxonomy.

For Non-Degree Outlines: Non-degree applicable courses are expected to teach students how to do critical thinking. List a limited number of outcomes and objectives in terms of the observable knowledge and/or skills to be attained as a result of completing this course. Some of these outcomes and objectives must include the acquisition of critical thinking skills—see Bloom’s Taxonomy or a comparable taxonomy.

All student learning outcomes and objectives must be addressed in the content, methods of presentation, college-level assignments, and methods of evaluation that follow.

OUTCOMES Upon completion of the course the student should be able to:
1. Read, comprehend, and respond to college-level texts.
2. Organize, develop, and support an essay with a clear controlling purpose.
3. Incorporate, acknowledge, and cite ideas from sources within a written work.
4. Write controlled sentences that adhere to conventions of written English.

OBJECTIVES Upon completion of the course the student should be able to:
1. Establish and maintain focus (a thesis) in a 750-1200 word piece of writing.
2. Support general ideas with convincing evidence in a sequence of effective and organized paragraphs.
3. Develop an essay showing a clear and logical progression of thought.
4. Develop coherence within and between paragraphs.
5. Incorporate and acknowledge sources within a written work and be acquainted with MLA format for citations.
6. Summarize, evaluate, analyze, and synthesize the ideas of other writers in a variety of writing tasks.
7. Revise an essay effectively through a succession of drafts.
8. Employ strategies to open and close essays.
9. Proofread an essay, demonstrating control of formal English grammar, punctuation, spelling, and usage.
10. Develop competence in sentence variety.
11. Develop appropriate tone and phrasing in addressing audiences, especially academic audiences.
12. Write original prose, avoid plagiarism.
13. Complete a timed reading-based essay with a clear purpose and appropriate support.
14. Exhibit appropriate academic behavior: attending class regularly and punctually; completing assigned work on time; listening actively; participating appropriately in the dialogue of the classroom; and establishing and maintaining a positive towards learning.
**Course Content:**

Outline all concepts/topics to be covered in the class.

<table>
<thead>
<tr>
<th>Concept/Topic</th>
<th>Hours or Weeks</th>
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<tbody>
<tr>
<td><strong>I. SKILL-BUILDING WORK:</strong> Promotes writing activities designed to build specific skills in writing sentences, paragraphs, and complete papers.</td>
<td>4 weeks</td>
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<tr>
<td>A. Develop thesis statements</td>
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<td>B. Compose topic sentences</td>
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<td>C. Formulate organizational strategies</td>
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<td>D. Arrange material coherently</td>
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<td>E. Maintain control in longer writing</td>
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<tr>
<td>F. Reinforce and master critical thinking skills such as analysis, synthesis, comparison, causation, definition, etc.</td>
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<td>G. Summarize and paraphrase ideas from readings</td>
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<td>H. Illustrate generalizations with specific support</td>
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<tr>
<td>I. Construct sentences using a variety of sentence-combining strategies</td>
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<tr>
<td>J. Use conventions of standard English grammar and usage</td>
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<tr>
<td>K. Use standard English punctuation and spelling</td>
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<tr>
<td><strong>II. IDEA-GENERATING WRITING:</strong> Promotes strategies designed to generate, focus, explore, and structure ideas. As much as possible, discovery/exploratory writing will be employed in the context of specific pieces of writing rather than as isolated exercises. These exercises may be designed to define a problem, record details, recognize complexity, outline approaches to a topic, compare ideas, or generate original ideas. Such writing exercises may include the following:</td>
<td>2 weeks</td>
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<tr>
<td>A. Prewriting</td>
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<td>B. Brainstorming</td>
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<td>C. Clustering</td>
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<td>D. Questioning</td>
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<td>E. Freewriting</td>
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<td>F. Journal writing</td>
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<td>G. Response writing</td>
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<td><strong>III. PRESENTATIONAL WORK:</strong> Focuses on composition of structured, polished expository and argumentative prose intended for a collegiate audience. The work should include a minimum of four reading-based essays ranging between 750-1200 words. In addition, students should write at least one in-class, reading-based essay of at least 500 words (as well as the final exam).</td>
<td>7 weeks</td>
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<tr>
<td>A. Construct thesis</td>
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<td>B. Support claims</td>
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<td>C. Refer to the ideas of other authors within the student paper and cite the sources (students will be introduced to MLA format)</td>
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<td>D. Construct essays using different organizational and paragraphing strategies</td>
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<td>E. Revise drafts using techniques such as peer review</td>
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<td>F. Successfully complete a timed essay</td>
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<td><strong>IV. READING WORK (Minimum 200 pages): Promote discussion and writing activities drawn from various source materials</strong></td>
<td>5 weeks</td>
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<tr>
<td>Readings</td>
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<tr>
<td>A. Selections from periodicals</td>
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<td>B. Imaginative literature (poems, novels, plays, short fiction) when employed for the purpose of teaching composition rather than literary analysis.</td>
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<td>C. Published essays</td>
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<td>D. Student essays used as models (does not include essays read in peer-editing groups)</td>
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<td>E. Web pages when used for purposes of exercises in critical analysis</td>
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<td>Exercises in response to the readings may require students to do the following:</td>
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<td>A. Paraphrase and summarize readings</td>
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<td>B. Analyze arguments</td>
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<td>C. Evaluate the effectiveness of arguments</td>
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<td>D. Compare texts</td>
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<td>E. Organize responses</td>
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<td>F. Introduce students to MLA citation format</td>
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</table>
Please note: Weeks listed for each section are approximate percentages of course time. Various aspects of the course content are taught in an integrated manner throughout the semester rather than as sequential units.
**Methods Of Instruction And Active Learning (Format 1 Option):**

Choose either format 1 (this tab) or format 2 (Instruction 2 tab) to complete this section.

Identify and describe the typically used instructional methods as they relate to the student learning outcomes and content of this course. Instructors may use other equivalent methodologies, as appropriate, to achieve the student learning outcomes.

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
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<tbody>
<tr>
<td>Lecture *</td>
<td>N/A</td>
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<tr>
<td>Laboratory/ Studio/ Shop/ Clinical *</td>
<td>N/A</td>
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<tr>
<td>Demonstration</td>
<td>N/A</td>
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<td>Discussion</td>
<td>N/A</td>
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<td>Tutorial</td>
<td>N/A</td>
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<td>Technology</td>
<td>N/A</td>
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<td>Video Presentation</td>
<td>N/A</td>
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<td>Collaborative Learning</td>
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<tr>
<td>Other/Supplemental Learning (specify)</td>
<td>N/A</td>
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</tbody>
</table>

* See tab titled Face Page
Methods Of Instruction And Active Learning (Format 2 Option):

Choose either format 1 (Instruction 1 tab) or format 2 (this tab) to complete this section.

Provide a comprehensive narrative describing the typically used instructional methods as they relate to the student learning outcomes and content of this course. Describe how the instructor will integrate these instructional methods. Instructors may use other equivalent methodologies, as appropriate, to achieve the stated student learning outcomes.

Instruction Method: Format 2

Instructors use a variety of classroom presentation strategies that include lecture, class discussion, class demonstrations, computerized presentation, computer lab sessions, class presentations, small group work, individual in-class work, debates, timed writing, and individual tutorials.

Students are required to complete 3 hours of learning activities in a Success Center over the course of the semester. Student activities are designed by program faculty to address specific problems that students generally have in the course. Specific activities are assigned by the classroom instructor based upon classroom performance and specific course requirements. The Composition Program will establish specific deadlines for completing the hours and assignments. Instructional methodologies include but are not limited to computer-generated interactive instruction, videos, workshops, and written assignments.
**College Level Assignments For In And Out Of Class:**

**Degree Applicable Outlines:** Describe suggested assignments and class activities that will assist students in achieving the student learning outcomes previously listed on the outcomes page. Assignments must include higher level critical thinking skills and application of concepts—see Bloom’s Taxonomy or a comparable taxonomy. Two hours of appropriate outside assignments are required for every one hour of lecture. (Not all types of assignments listed below may be appropriate for this class.)

**Non-Degree Outlines:** Describe suggested assignments and class activities that will assist students in achieving the learning outcomes previously listed on that page. Assignments must include the opportunity for students to acquire critical thinking skills—see Bloom’s Taxonomy or a comparable taxonomy. The scope and intensity of assignments will require students to study outside of class time. (Not all types of assignments listed below may be appropriate for this class.)

**Substantial college level writing assignment**, such as: essay(s), written homework, term/research paper, and/or other.

Students will write structured, polished expository and argumentative prose intended for a collegiate audience. The work should include a minimum of four reading-based essays ranging between 750-1200 words. In addition, students should write at least one in-class, reading-based essay of at least 500 words (as well as the final exam).

**Substantial non-degree level writing assignment**, such as: summary(s), written homework, research paper, and/or other (specify)

N/A

**Substantial college level reading assignment**, such as: textbook, journal article(s), literature, and/or other

Students will read a minimum of 200 pages from a variety of source material. This reading promotes discussion and writing activities.

Readings may include

A. Selections from periodicals
B. Imaginative literature (poems, novels, plays, short fiction) when employed for the purpose of teaching composition rather than literary analysis.
C. Published essays
D. Student essays used as models (does not include essays read in peer-editing groups)
E. Web pages when used for purposes of exercises in critical analysis

**Substantial non-degree level reading assignment**, such as: textbook, journal article(s), literature, and/or other (specify)

N/A

**Lab or field activity, product, and/or report**

N/A

**Class presentation**

N/A

**Group assignment**

N/A

**Reading Assignment**

N/A

**Journal**

N/A

**Portfolio**

N/A

**Other/Supplemental Learning (specify)**

Students are required to complete 3 hours of writing, pre-writing, and revision activities as related to the course’s learning outcomes and content in the Success Center. The sequence of assignments will be generated by instructors in the composition program. These activities focus on such skills as organization, logical support and development, analysis, and grammar at an intermediate level.
* Substantial college level writing assignments are required
**Methods Of Evaluation:**

Explain how the instructor will evaluate the students' work (refer to assignment page) and how these evaluations demonstrate that students have met the expected outcomes for this course (see listing on outcomes page). The evaluation of higher level critical thinking skills should be emphasized—see Bloom’s Taxonomy or a comparable taxonomy. For non-degree outlines: Explain how the instructor will evaluate the students' work (refer to assignment page) and how these evaluations demonstrate that students have met the expected outcomes for this course (see listing on outcomes page). The evaluation of the acquisition of critical thinking skills should be identified—see Bloom’s Taxonomy or a comparable taxonomy. A course grade may not be based solely on attendance.

**Written evaluation, such as:**

**Essay Exam(s):**
Essay exams will be judged based upon such criteria as construction of a thesis, support of claims, and reference to the ideas of other authors within the student paper and cite the sources (students will be introduced to MLA format). Students will construct essays in exams using different organizational and paragraphing strategies.

**Term or Other Paper(s):**
Papers will be judged based upon such criteria as construction of a thesis, support of claims, and reference to the ideas of other authors within the student paper and cite the sources (students will be introduced to MLA format). Students will construct papers using different organizational and paragraphing strategies.

**Laboratory Report(s):**
N/A

**Written Homework:**
Written homework will be judged based upon such criteria as construction of a thesis, support of claims, and reference to the ideas of other authors within the student paper and cite the sources (students will be introduced to MLA format). Students will construct essays within their written homework using different organizational and paragraphing strategies.

**Reading Report(s):**
In developing reading reports, students will be judged upon such criteria as their ability to paraphrase and summarize reading, to analyze arguments, to evaluate the effectiveness of arguments, compare texts, to organize responses, and to use proper MLA citation format.

**Non-degree: Short Answer Exam(s):**
N/A

**Non–degree: Essay Paper(s):**
N/A

**Other (specify):**
N/A

**Computational or non-computational problem-solving demonstrations, such as:**

**Exam(s):**
N/A

**Quizzes:**
N/A

**Homework Problem(s):**
N/A

**Laboratory Report(s):**
N/A

**Fieldwork:**
N/A

**Other (specify):**
N/A

**Further methods of evaluation, such as:**

**Skill demonstrations, such as: class performances(s), fieldwork, performance exam(s):**
N/A

**Objective examinations, such as: multiple choice, true/ false, matching items, completion:**
N/A

**Portfolio:**
N/A

**Oral Presentation(s):**
N/A

**Fieldwork:**
N/A

**Other/Supplemental Learning (describe and explain):**
N/A
Other/Supplemental Learning (describe and explain):
Instructors in the composition program establish a series of supplemental learning activities. At designated intervals during the semester, the student's progress through this sequence will be reviewed and evaluated on the basis of the number of hours completed, the completeness and appropriateness of the assigned activities based upon adherence to general standards of English usage in writing as agreed upon by the composition program faculty. ENGL 105 instructors will determine the percentage that the portfolio will count toward the final grade.
**Representative Textbooks And Materials:**

List representative college-level texts which are appropriate to the content of the course (include author, title, publisher, and year). Textbooks are not limited to the following, but alternatives must be equivalent to those listed here.

**Required:**
The latest editions of following Readers And Reader/Rhetorics selected examples of those required in English 105:
- Buscemi, 75 READINGS (McGraw-Hill)
- Dykstra, EASY GUIDE TO WRITING (Prentice Hall)
- Ford, DREAMS & INWARD JOURNEYS (Longman)
- Mims, MIRROR ON AMERICA (Bedford)

**Recommended:**
The latest editions of the following Handbooks and Writing Aids are selected examples of those recommended in English 105:
- Hacker, WRITER'S REFERENCE (Bedford)
- Choy, BASIC GRAMMAR AND USAGE (Cengage)

**If instructor-designed materials or supplemental learning materials are used, describe their scope:**
The Success Center maintains a bank of materials that students use for supplemental learning. All materials are calibrated to enhance classroom instructional practices. Based on diagnostic activities, students are tracked into specific activities which include but are not limited to written assignments, computer-generated interactive instruction, videos, and workshops.
**Requisites And Recommended Preparation:**

After appropriate faculty content experts inspected the detailed course syllabi, outlines of record, commonly used texts, related instructional materials, evaluation instruments, assignments and grading criteria for the courses listed below, we believe that a student who has not met the prerequisite/corequisite is highly unlikely to receive a satisfactory grade.

We find that the following exit skills, concepts, and/or information are acquired in the Requested Prerequisite Course. We believe that these skills, concepts, and/or course information are necessary entry skills.

**Prerequisite**

**Prerequisite Course:** ENGL801B

- Use various strategies to generate ideas for a range of writing tasks
- Use the basic principles of the expository mode of writing
- Open and close an essay
- Support ideas in a general way with specific information including descriptive details, examples, illustrations, etc
- Construct a more elaborate paragraph in support of a controlling idea
- Complete a timed composition successfully
**Information Requirements for Honors Courses:**

Although an honors course is usually based on an existing transferable class found on the IGETC/CSU patterns, any course that is to be conducted as an honors experience must be separately reviewed and approved by the Curriculum Committee. This also means that this course must be articulated separately from the existing course. The Academic Senate for California Community Colleges states that the "honors" nature is justified by optional topics beyond those in the existing course outline and/or the stimulation offered to the more talented student.

In addition to a course outline of record, pre or corequisite documents, and other course approval supporting documents normally required for the review of a new course, the following information relative to an honors course must be provided: (1) course content augmentation and (2) instructional enrichment.

The following questions are to assist the course originator in demonstrating that the honors course interactions are enriched as to the general education course format, that the honors course meets a distinct curricular need from the existing course, and that these differences are documented. The department must provide complete, detailed answers with specific illustrations to all questions below in the space identified:

<table>
<thead>
<tr>
<th>CONTENT: *</th>
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<tbody>
<tr>
<td>INSTRUCTION: *</td>
<td>N/A</td>
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<tr>
<td>ASSIGNMENTS: *</td>
<td>N/A</td>
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<td>PARTICIPATION: *</td>
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<tr>
<td>INTEGRATION: *</td>
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The local curriculum review process for honors course proposals includes guidelines to assure a more intensive educational experience for students. The existing course outline is the basis for the honors proposal. (Honors instruction, in this manner, is viewed as a modification of the existing course. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.) The honors course parameters are expected to include a broader and deeper content, more challenging assignments, more invigorating instructional methods, more rigorous grading, and/or an exceptional text and instructional materials.