

ENGLC030 : Basic Writing Skills

General Information

Author:	-
Course Code (CB01) :	ENGLC030
Course Title (CB02) :	Basic Writing Skills
Department:	English
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1501.00) English
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000345412
Curriculum Committee Approval Date:	11/15/2013
Board of Trustees Approval Date:	12/19/2013
External Review Approval Date:	03/05/2014
Course Description:	ENGL C030 teaches students to develop and organize ideas in short writings with coherent, unified, and developed paragraphs. The course also covers how to build paragraphs into short essays and how to revise and edit for correctness. Major principles of grammar are reviewed.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• English
Alternate Master Discipline Preferred:	• English
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is a basic skills course. <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Course Special Class Status (CB13) Course is not a special class. Allowed Number of Retakes 0 Retake Policy Description	Grade Options <ul style="list-style-type: none"> • Letter Grade Methods • Pass/No Pass Course Prior To College Level (CB21) Three levels below transfer.
Rationale For Credit By Exam/Challenge	<input checked="" type="checkbox"/> All	<input type="checkbox"/> All

No value

Type:|Non-Repeatable Credit

Allow Students to Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Not transferable

Transferability Status

Not transferable

Units and Hours:

Summary

Minimum Credit Units (CB07) 4

Maximum Credit Units (CB06) 4

Total Course In-Class (Contact) Hours 72

Total Course Out-of-Class Hours 144

Total Student Learning Hours 216

Faculty Load 0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 0

Course In-Class (Contact) Hours

Lecture 0

Laboratory 0

Activity 0

Total 72

Course Out-of-Class Hours

Lecture 0

Laboratory 0

Activity 0

Total 144

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Entrance Skills

Entrance Skills	Description
-----------------	-------------

Composite placement score in reading and writing of 65-124: Students must be able to employ simple spelling rules and usage	No Value
---	----------

conventions, such as capitalization, proper use of the period and apostrophe, and how to double-space; employ basic principles of grammar, including recognizing basic parts of speech, such as noun, pronoun, verb, adjective, etc., and sentence structures, like simple, compound, and complex sentences; and show basic reading skills at the sentence level: phonics, word-recognition, and rudimentary comprehension.

Limitations on Enrollment

Limitations on Enrollment

Description

Composite placement score in reading and writing of 65-124: Students must be able to employ simple spelling rules and usage conventions, such as capitalization, proper use of the period and apostrophe, and how to double-space; employ basic principles of grammar, including recognizing basic parts of speech, such as noun, pronoun, verb, adjective, etc., and sentence structures, like simple, compound, and complex sentences; and show basic reading skills at the sentence level: phonics, word-recognition, and rudimentary comprehension.

No Value

Specifications

Methods of Instruction

Methods of Instruction

Other

Rationale

Other Methods: Collaborative activities, such as small group problem-solving activities, worksheets, or interactive games to facilitate the acquisition of basic-level skills in writing.

Methods of Instruction

Written work

Rationale

No value

Methods of Instruction

Peer analysis, critique & feedback

Rationale

No value

Methods of Instruction

Outside reading

Rationale

No value

Methods of Instruction	Lecture			
Rationale	No value			
Methods of Instruction	Group Work			
Rationale	No value			
Methods of Instruction	Discussion			
Rationale	No value			
Methods of Instruction	Audiovisual			
Rationale	No value			
Methods of Instruction	In-class writing			
Rationale	No value			
Assignments - 1. studying assigned readings in the textbook; 2. answering reading questions; 3. annotating the text and other active reading exercises, like identifying topic sentences, support, and transitions; 4. writing personal responses to textbook essays; 5. studying simple rhetorical modes; 6. studying grammar lectures; 7. doing exercises on grammar; 8. planning, drafting, and revising of paragraphs; and 9. planning, drafting, and revising of essays, such as a personal narrative using real-life examples.				
Methods of Evaluation	Rationale			
Other	Four-to-six paragraphs and one to two short essays demonstrating the student's ability to write effective paragraphs and simple essays. a. Example: Students write a compare/contrast paragraph on the setting of two short stories or films that begins with a clear topic sentence and includes adequate/specific support.			
Tests	Quizzes testing the student's comprehension and application of grammar rules for parts of speech, sentence types, run-ons, and fragments.			
Other	Frequent in-class writings to demonstrate the comprehension of main ideas and support in short readings. a. Example: Students write a journal response to a short reading in class			
Equipment				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN

Langan, J. (2013) College Writing Skills with Readings, 9th, McGraw Hill

Anker, S. (2012) Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life., 6th, Bedford/St. Martin's

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Write developed, coherent, unified paragraphs in a variety of modes, such as exemplification, compare/contrast, and cause and effect, with clear topic sentences and subtopic sentences. Expected SLO Performance: 70.0

Construct five-paragraph essays with beginner level skill including statement of thesis. Expected SLO Performance: 70.0

Identify and correct errors in parts of speech, run-ons, and fragments and employ varying sentence structures. Expected SLO Performance: 70.0

Read actively, distinguishing among topics/main ideas, determining claim and support, and identifying transition words. Expected SLO Performance: 70.0

Employ at least two learning skills from the list below in the detailed topical outline. Expected SLO Performance: -

Demonstrate at least one self-efficacy skill from the list below in the detailed topical outline. Expected SLO Performance: -

Outline

Course Outline

- A. Basic Spelling and Mechanics
 - 1. Spelling Rules
 - 2. Capitalization

3. Ending punctuation
4. Formatting papers

B. Grammar

1. Writing simple sentences; compound sentences; and complex sentences
2. Subject/verb agreement
3. Avoiding major errors
4. Sentence Patterns
5. Apostrophes
6. Avoiding errors

C. Vocabulary

1. Phonics
2. Identifying word parts: prefixes; suffixes; and roots
3. Using a dictionary

D. Basic Reading Skills

1. Recognizing the topic; purpose; and tone
2. Identifying the main idea
3. Identifying the topic sentence
4. Recognizing supporting details
5. Recognizing paragraph organization

E. Learning and Study Skills: All courses will present direct instruction in at least two of the skills below:

1. Goal setting (within a course)
2. Time management (within a course)
3. Task prioritization
4. Reducing test anxiety
5. Using syllabus
6. Using textbooks
7. Note-taking
8. Question strategies
9. Listening skills
10. Effective organizing
11. Study aids
12. Mnemonics/memory skills
13. Test preparation
14. Research skills
15. Test question prediction
16. Relating of details to whole
17. Locating errors
18. Knowledge transfer

F. Self-efficacy skills &ndash: All courses will present direct instruction in at least one of the skills below:

1. Responsibility and Control
2. Goal Setting (holistic)
3. Competition
4. Time Management (holistic)
5. Family Involvement
6. Orientation to College
7. College Involvement
8. Wellness
9. Social integration
10. Balancing life/work/school

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

No Value

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value