

Cerro Coso College  
**Course Outline of Record Report**  
10/08/2021

## ENGLC040 : Improving Basic Writing Skills

### General Information

|                                     |   |
|-------------------------------------|---|
| Author:                             | -   |
| Course Code (CB01) :                | ENGLC040  |
| Course Title (CB02) :               | Improving Basic Writing Skills  |
| Department:                         | English   |
| Proposal Start:                     | Fall 2013   |
| TOP Code (CB03) :                   | (1501.00) English   |
| SAM Code (CB09) :                   | Non-occupational  |
| Distance Education Approved:        | Yes   |
| Course Control Number (CB00) :      | CCC000297012  |
| Curriculum Committee Approval Date: | 03/06/2015  |
| Board of Trustees Approval Date:    | 04/09/2015  |
| External Review Approval Date:      | 04/23/2015  |
| Course Description:                 | This course, which is preparation for introductory composition, is designed to teach students to write short compositions (500-750 words each) with clear organization, development, keywords, thesis, topic sentences, and sufficient supporting details. Students become familiar with a variety of rhetorical modes and are introduced to expository and text-based writing. Major and minor principles of grammar are reviewed. |
| Submission Type:                    | New Course  |
| Author:                             | No value  |

### Faculty Minimum Qualifications

|  |   |
|--|---|
| Master Discipline Preferred:                             | <ul style="list-style-type: none"><li>English</li></ul> |
| Alternate Master Discipline Preferred:                   | <ul style="list-style-type: none"><li>English</li></ul> |
| Bachelors or Associates Discipline Preferred:            | No value  |
| Additional Bachelors or Associates Discipline Preferred: | No value  |

### Course Development Options

|  |   |  |
|--|---|--|
| <b>Basic Skills Status (CB08)</b><br>Course is a basic skills course.    | <b>Course Special Class Status (CB13)</b><br>Course is not a special class. | <b>Grade Options</b> <ul style="list-style-type: none"><li>Letter Grade Methods</li><li>Pass/No Pass</li></ul> |
| <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge | <b>Allowed Number of Retakes</b><br>0                                       | <b>Course Prior To College Level (CB21)</b><br>Two levels below transfer,                                      |

**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

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.

**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)

Variable Credit Course

### 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

#### Prerequisite

ENGLC030 - Basic Writing Skills

In regard to the major principles of composition, ENGL C040 builds directly upon the student learning outcomes of ENGL C030 not only in regard to paragraphing, development, coherence, unity, and thesis statements but also grammar and reading ability. More specifically, students enrolling in ENGL C040 already should be able to demonstrate the following skills: write developed, coherent, unified paragraphs with clear topic sentences; construct five-part essays with beginner-level skills

including thesis statements; identify and correct major grammatical errors; and demonstrate increased beginning-level vocabulary and increased reading comprehension.

The student learning outcomes of ENGL C040 include using the five-part essay in different modes; structuring with clear organization, coherence, thesis, and topic sentences; using sufficient, logical supporting details; identifying and correct major and minor grammatical errors; and demonstrating increased pre-college-level vocabulary and reading comprehension. Each of these ENGL C040 outcomes is directly linked to and dependent upon successful attainment of the SLO's of ENGL C030.

### Entrance Skills

| Entrance Skills | Description |
|-----------------|-------------|
| No value        | No value    |

### Limitations on Enrollment

| Limitations on Enrollment | Description |
|---------------------------|-------------|
| No value                  | 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   | In-class writing  |
| Rationale  | No value  |
| Methods of Instruction   | Discussion  |
| Rationale  | No value  |
| Methods of Instruction   | Audiovisual   |
| Rationale  | No value  |
| <b>Assignments</b>   |   |
| <p>- 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 responses to textbook essays; 5. studying rhetorical modes, such as exemplification and compare/contrast; 6. studying grammar lectures; 7. doing exercises on grammar; 8. planning, drafting, and revising of essays, such as a definition essay about the different nuances of a common word, or an exemplification essay about the definitive traits of characters in a short novel like Steinbeck's <i>Tortilla Flat</i>.</p> |   |
| <b>Methods of Evaluation</b>   | <b>Rationale</b>  |
| Other  | <p>Four to six short essays (500-750 words) demonstrating the student's ability to write in different modes, analyze popular press reading, and self-correct for major and minor grammatical errors.</p> <p>Example: Write a 500 to 750 word comparison/contrast essay in which you point out the differences between two attitudes on a controversial subject. Examine the list on page 282 of <i>College Writing Skills with Readings</i>, select a topic, and start and conclude with a thesis on the subject.</p>   |
| Tests  | <p>Quizzes testing the student's comprehension of and ability to apply grammatical rules for the major punctuation marks of apostrophes, quotation marks, semicolons, and commas</p>  |
| Other  | <p>Frequent in-class 10-minute written responses on the college-level readings, testing comprehension and understanding of structure and content.</p> <p>Example: From the homework assignment of reading "College Lectures: Is Anybody Listening," David Daniels states that "listening intelligently is hard work (paragraph 5) and "Active learning...is far more beneficial for those who have not yet fully learned how to learn" (paragraph 10). Why might Daniels feel that listening is so hard? And why does he feel that active learning is good?</p> |
| Homework   | <p>Homework exercises on grammar rules.</p>   |
| <b>Equipment</b>   |   |
| No Value   |   |
| <b>Textbooks</b>   |   |

| Author                               | Title  | Publisher | Date | ISBN |
|--------------------------------------|--|-----------|------|------|
|                                      | Langan, J. (2013) College Writing Skills with Readings, 9th, McGraw-Hill |           |      |      |
|                                      | Flachmann, K. (2013) Mosaics: Focusing on Essays, 6th, Prentice Hall     |           |      |      |
| <b>Other Instructional Materials</b> |  |           |      |      |
| No Value                             |  |           |      |      |
| <b>Materials Fee</b>                 |  |           |      |      |
| No                                   |  |           |      |      |

| <b>Learning Outcomes and Objectives</b>                                       |                                |
|---|--------------------------------|
| <b>Course Objectives</b>  |                                |
| No value  |                                |
| <b>CSLOs</b>  |                                |
| Use the five-part essay in different modes.                                   | Expected SLO Performance: 70.0 |
| Structure with clear organization, coherence, thesis, and topic sentences.    | Expected SLO Performance: 70.0 |
| Use sufficient, logical supporting details.                                   | Expected SLO Performance: 70.0 |
| Identify and correct major and minor grammatical errors.                      | Expected SLO Performance: 70.0 |
| Demonstrate increased pre-college-level vocabulary and reading comprehension. | Expected SLO Performance: 70.0 |

| <b>Outline</b>                                      |
|---|
| <b>Course Outline</b>                               |
| A. Review   |
| 1. Standard 5-part essay structure                  |
| 2. Thesis statements                                |
| 3. Topic Sentences                                  |
| 4. Paragraph Unity; Coherence; and Good Development |

5. Introduction and Conclusion Strategies
6. Sentence Types
7. Run-ons
8. Fragments

B. Structure

1. What Modes Are
2. Classification
3. Comparison/Contrast
4. Cause/Effect
5. Argumentation

C. Grammar and Mechanics

1. Commas in compound sentences
2. Commas with items in a series
3. Commas with introductory elements
4. Commas with added-detail elements
5. Commas with embedded elements
6. Commas with restrictive and non-restrictive elements
7. Commas in miscellaneous usage
8. Semicolons in compound sentences
9. Semicolons with items in a series
10. Colons with a list
11. Colons with formal introductions
12. Colons in compound sentences

D. Source Work

1. Responding to an outside idea
2. Selecting information from sources
3. Presenting source information to an outside reader
4. Giving basic attributions in MLA style and avoiding plagiarism

E. Reading Skills

1. Comprehension of pre-college-level reading
2. Active reading
3. Relations of ideas to other texts
4. Vocabulary

F. 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. Test question prediction
15. Relating of details to whole
16. Locating errors
17. Knowledge transfer

G. 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  
Online  
Interactive

**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?

Online All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are conducted by means of online discussion forums, such as Front Page, Web Board, or Moodle. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays.

**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)

discussion forums  
learning management system message  
chat  
email  
phone

**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.

itv  
learning management system  
publisher



**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.

iTV Preferred maximum enrollment for iTV courses is 20 students at each site. Online 30 Preferred maximum enrollment for online courses is 45 students.