

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

ENGLC042 : Preparation for Introductory Composition

General Information

Author:	-
Course Code (CB01) :	ENGLC042
Course Title (CB02) :	Preparation for Introductory Composition
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) :	CCC000542464
Curriculum Committee Approval Date:	03/08/2013
Board of Trustees Approval Date:	04/11/2013
External Review Approval Date:	04/17/2013
Course Description:	This course, which accelerates preparation for English C070, is designed to raise students' overall reading and writing skills to college level. Students write short compositions (500-750 words each) with clear organization, development, keywords, thesis, topic sentences, and sufficient details. By completing in-class compositions, students become familiar with a variety of rhetorical modes. Major and minor principles of grammar and mechanics also are reviewed.
Submission Type:	New Course This course includes a required open lab component intended to accelerate the progress of students by letting them bypass the four-unit English 30 and English 40. Research indicates students have higher success and retention rates when a lab component is tied to acceleration. This class prepares students for English 70: Introductory Composition.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">English
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">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.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">Letter Grade Methods
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Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes
0

Course Prior To College Level (CB21)
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)	2
Maximum Credit Units (CB06)	2
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	36
Total Student Learning Hours	108
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Not Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Non-Credit Characteristic
No Value

Course Classification Status (CB11)

Funding Agency Category (CB23)

Cooperative Work Experience Education Status (CB10)

Credit Course.

Not Applicable.

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	3	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	36

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

Students must be able to write developed, coherent, unified paragraphs in a variety of modes, such as exemplification, compare/contrast, cause and effect, etc., with clear topic sentences and subtopic sentences and paragraph unity, coherence, and development. They must also be able to construct five-paragraph essays with beginner-level skill including statement of thesis. And they must be able to correct errors in parts of speech, run-ons, and fragments and employ varying sentence structures. Finally, students should be able to read actively, distinguishing among topics/main ideas, determining claim and support, and identifying transition words.

Entrance Skills

Entrance Skills

Description

On the recommendation of counselors, placement at the high English C030 level: a combined reading and writing score of at least 95 on the Placement Exam.

Students must be prepared to write developed, coherent, unified paragraphs in a variety of modes. They must also be prepared to construct five-paragraph essays with beginner-level skill including statement of thesis. Finally, students must be prepared to identify and correct errors in their writing and to read actively pre-college level fiction and non-fiction.

Limitations on Enrollment

Limitations on Enrollment

Description

Prerequisite Level 3 Writing Level 3 Reading
Students first must be able to employ spelling rules and usage conventions, such as capitalization, proper use of the period and apostrophe, and how to double-space. They should also be able to use basic principles of grammar, including recognizing basic parts of speech and sentence structures. In addition, they should demonstrate reading comprehension and learn suitable reading strategies for various kinds of reading materials. English C042 teaches students to write well-developed, coherent, and unified essays in a variety of modes, such as exemplification, compare/contrast, and cause and effect, with clear topic sentences and paragraph unity, coherence, and good development. Students also learn to identify and correct errors in parts of speech, run-ons, and fragments, and employ varying sentence structures. Finally, they learn to marshal evidence from pre-college-level fiction and/or non-fiction to support an essay's main idea.

No Value

Specifications

Methods of Instruction

Methods of Instruction

Written work

Rationale

No value

Methods of Instruction

Skills Development and Performance

Rationale

No value

Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Outside reading
Rationale	No value
Methods of Instruction	Peer analysis, critique & feedback
Rationale	No value
Methods of Instruction	Laboratory
Rationale	No value
Methods of Instruction	In-class writing
Rationale	No value
Methods of Instruction	Instruction through examination or quizzing
Rationale	No value
Methods of Instruction	Group Work
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Demonstration
Rationale	No value
Assignments - A. reading assigned essays; B. studying rhetorical structures; C. studying grammar lessons; D. doing lab exercises on grammar; E. doing lab exercises on reading structure; F. planning drafting and revising of papers; G. completing other out-of-class work.	
Methods of Evaluation	Rationale
Tests	Demonstrating proficiency in basic computer usage will be evaluated by quizzes and tests.

Other Paragraphs and essays will be evaluated by a paper, scored with a rubric.
 Tests Analyzing reading structure will be evaluated by quizzes and tests.
 Tests Grammar and mechanics will be evaluated by quizzes and tests.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
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	Goldsdtein, Janet M. and Beth Johnson. (2009) Voices and Values: A Reader for Writers, (3rd ed.), Townsend			
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	Fuchs, Marjorie and Margaret Bonner. (2010) Grammar Express, (1st ed.), Pearson			
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Other Instructional Materials

Description	Software: Various. Lab modules for learning and reviewing reading, grammar, and mechanics., Online ed. -Students purchase an online access code through the bookstore, such as MyLabsPlus, which includes modules for learning and reviewing reading, grammar,
Author	
Citation	Preparation for Introductory Composition

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Structure the standard five-paragraph essay in different modes with clear organization, thesis, topic sentences, keywords, and sufficient, logical supporting details. Expected SLO Performance: 70.0

Analyze structure (main ideas, major and minor ideas, and supporting details) transitions, purpose and tone, and inferences in paragraphs and rudimentary essays. Expected SLO Performance: 70.0

Identify and correct errors in parts of speech and major and minor grammatical errors, such as fragments, run-ons, comma usage, and apostrophes.

Expected SLO Performance: 70.0

Demonstrate proficiency in basic computer usage.

Expected SLO Performance: 70.0

Outline

Course Outline

A. Review

1. Paragraphing
 2. Modes such as exemplification; compare/contrast; cause and effect
 3. Topic sentences
 4. Subtopic sentences
 5. Standard 5-paragraph essay structure
 6. Thesis statements
 7. Paragraph Unity; Coherence; and Good Development
 8. Introduction and Conclusion Strategies
- #### B. Analyze Structure
1. Distinguish topics from main ideas
 - a. Topic sentences (general/specific)
 - b. Implied main ideas/topics
 - c. Keywords
 2. Locate transitions
 - a. Time order; list order
 - b. Organization patterns; such as comparison/contrast; cause and effect; time order; definition; and example
 3. Identify Purpose and Tone
 - a. Identifying author's purpose
 - i. Informative; persuasive; entertaining
 - b. Identify Author's tone
 - i. Serious matter-of-fact; humorous; angry; alarmed; grateful; forgiving; etc.
 4. Make Inferences
 - a. Using available information
 - b. Considering alternatives
 - c. Using logic and one's own information to avoid incorrect inferences and conclusions
- #### C. Grammar and Mechanics
- a. Parts of speech (nouns; verbs; adjectives; adverbs; prepositions; pronouns; conjunctions; interjections)
 - b. Fragments
 - c. Run-ons
 - d. Sentence types (simple; compound; complex)
 - e. Apostrophe Usage
 - f. Commas in compound sentences
 - g. Commas with items in a series
 - h. Commas with introductory elements
 - i. Commas with added-detail elements
 - j. Commas with embedded elements
 - k. Commas with restrictive and non-restrictive elements
 - l. Commas in miscellaneous usage
 - m. Semicolons in compound sentences
 - n. Semicolons with items in a series
 - o. Colons with a list
 - p. Colons with formal introductions
 - q. Colons in compound sentences
- #### D. Review Basic Computer Usage
- a. Navigate through the lab portion of the course
 - i. Locate required readings
 - ii. Locate complete quizzes
 - iii. Locate and complete tests

Lab Outline

- I. Reading
- II Writing
- III Grammar
- IV Tests and quizzes
- IV homework

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 true

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)

No Value

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.

No Value

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