

I. COURSE DESCRIPTION:

A. Department Information:

Division: Humanities
Department: English
Course ID: ENGL 015
Course Title: Preparation for College Writing
Units: 4
Lecture: 4 Hours
Prerequisite: ENGL 914 or eligibility for ENGL 015 as determined through the SBVC assessment process.

B. Catalog and Schedule Descriptions:

A writing course designed to prepare students for ENGL 101. Primary focus on the development of the paragraph and short essay. Includes a review of grammar, sentence structure, and punctuation.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of this course a student will be able to

- A. Identify the major parts of a sentence
- B. Compose simple, compound, and complex sentences that use a variety of subordinate elements
- C. Compose sentence using parallelism
- D. Employ prewriting strategies to generate ideas for writing.
- E. Construct an effective thesis statement for a short multi-paragraph essay
- F. Create a short expository essay that supports the thesis with sufficient specific support.
- G. Compose a short expository essay that is unified and coherent
- H. Construct complete sentences relatively free of major grammatical, spelling and punctuation errors
- I. Select words that are reasonably precise and appropriate for the writing task
- J. Recognize main ideas and supporting evidence in written texts
- K. Infer meaning from a text.

IV. CONTENT:

A. Sentence skills

1. Sentence patterns and parts of sentences
2. Sentence complexity and use of modifying elements
3. Sentence variety
4. Parallelism

B. Prewriting strategies

1. Free writing
2. Brainstorming
3. Clustering

C. The Paragraph

1. Rhetorical modes
 - a. Narration
 - b. Description
 - c. Exposition
2. Methods of Development
 - a. Summary
 - b. Example/illustration
 - c. Definition
 - d. Comparison/contrast
 - e. Cause and effect
 - f. Classification
 - g. Analysis
3. Organization

- a. Explicit topic sentences
- b. Support
 - 1) Examples
 - 2) Details
 - 3) Illustrations
 - 4)..Anecdotes
- c. Transitions
- d. Conclusion
- 4. Coherence
 - a. Logical development
 - b. Transitions
- 5. Revision
 - a. Writing as revision: the value of multiple drafts
 - 1) Checking for unity
 - 2) Checking for clarity
 - 3) Checking for concision
 - 4) Checking for sufficient development
 - b. Proofreading strategies
- D. Diction
 - 1. Using the correct part of speech
 - 2. Distinguishing between commonly confused words
 - 3. Abstract vs. concrete, general vs. specific words
- E. Reading
 - 1. Main ideas
 - 2. Supporting evidence
 - 3. Vocabulary in context
 - 4. Figurative language
 - 5. Inferences

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Class and group discussion
- C. Small group workshops
- D. Modeling
- E. Individual student consultations

VI. TYPICAL ASSIGNMENTS:

- A. Grammar and sentence structure assignments may include editing a sample paragraph for end stop errors.
- B. In order for students to gain the skill of well-written in-class writing, such writing based on reading assignments needs to be practiced frequently. For example, students may be asked to read "Conic Projection" by Roger Angell, reprinted in an anthology from The New Yorker. The assignment in class would entail summarizing and responding to the essay.
- C. Students may be asked to read Brent Staples "Black Men in Public Space" and work in small groups to identify the main idea and supporting material.

VII. EVALUATION:

- A. Methods of evaluation:
 - 1. Essays – The essay is taught as a multi-step process that requires evaluation at each step. These evaluations needn't involve a grade but should give the student direction for the next step. Evaluations can be written on students' papers, given in private conferences with the instructor, or provided in a peer review workshop. The final draft will always be graded by the instructor.
 - 2. The final exam is a departmental exam. Students are asked to write a single essay on a question about a short reading provided to them at the time of the exam.
 - 3. A portfolio of work that includes out-of-class and in-class writing and other appropriate work may be used in addition to the final exam for the final evaluation. This portfolio will demonstrate the

over-all achievement of the students in regard to out-of-class written work, in-class writing, summaries, journals, and any other written assignment.

4. Quizzes will be used to test the students' grasp of grammatical and rhetorical notions or to test understanding of reading assignments.

B. Frequency of evaluation:

1. Weekly evaluations of progress.
2. At least two practice final exams
3. At least 3 quizzes
4. Departmental final exam

VIII. TYPICAL TEXTS:

- A. Langan, John. English Skills with Readings. Third Edition. Upper Saddle River, NJ: Prentice Hall, 1996.
- B. Kirszner, Laurie G. and Mandell, Stephen. Windows on Writing: Practice in Context. New York: St. Martins Press, 1996.
- C. Decker, Randolph. Patterns of Exposition. 15th Edition. Reading, MA: Longman Addison-Wesley, 1998.
- D. Novels and compilations of short stories such as
 1. Bless Me, Ultima by Rudolph Anaya
 2. See How The Caged Bird Sings by Maya Angelou
 3. Living Up The Street by Gary Soto
 4. (Poetry) Martin and Mediations on the South Valley by Jimmy Santiago Baca
 5. Always Running by Luis Rodriquez

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None

PREREQUISITE COURSE

Target Course: English 015, Preparation for College Writing

Prerequisite Course: English 914, Basic Writing

Instructions:

- 1) List exit competencies (skills) from Prerequisite Course. These skills are listed in the “Student Outcomes” section of the Course Outline (“upon completion of the course, the student should be able to...”)
- 2) Indicate which of the listed exit competencies (skills) are necessary entry skills needed for success in the target course. Mark with an “X” each needed skill.
- 3) Indicate the degree of importance of each needed entry skill for course success, using the following rating scale:

1=Critical

2=Very Helpful

3=Desirable

Skills Analysis

Entry skills in Target Course	Exit Skills Provided by prerequisite course (Mark with an X if needed, and indicate prerequisite course (if more than one).	Degree of Importance (Rate 1 – 3)
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• Identify basic parts of speech	x	1
• Identify basic parts of sentences	x	1
• Identify simple, compound and complex sentences	x	1
• Identify various phrases and dependent clauses	x	1
• Compose complete sentences	x	1
• Compose complex sentences using a variety of subordinate Elements	x	1
• Construct a topic sentence that effectively focuses a paragraph	x	1
• Create a paragraph that supports a topic sentence with sufficient Detail	x	1
• Compose descriptive, narrative and expository paragraphs	x	1
• Organize paragraphs in a logical, coherent manner	x	1
• Create sentences that are relatively free of major grammatical errors	x	1
• Create short essays that respond to a text, usually by relating it to their own experience	x	1
• Select words that are relatively precise and appropriate to the writing task	x	1