

**I. COURSE DESCRIPTION**

- A. Department Information:  
Division: Humanities  
Department: English  
Course ID: ENGL 914  
Course Title: Basic Writing  
Units: 3  
Lecture: 3  
Prerequisite: Reading 950 or eligibility for Reading 015 as determined by the SBVC assessment process OR ESL 941.
- B. **Catalog Description:**  
A basic skills writing course for students who are not eligible for ENGL 015. Focus is on effective sentences and paragraphs, including an extensive review of grammar, punctuation and usage. Not applicable to the Associate Degree.
- Schedule Description:**  
A basic skills writing course for students not eligible for ENGL 015. Reviews grammar, punctuation and usage as well as practice in writing effective sentences and paragraphs. Not applicable to the AS degree.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN: One**

**III. EXPECTED OUTCOMES FOR STUDENTS**

Upon completion of this course, students should be able to:

- A. Identify basic parts of speech
- B. Identify basic parts of sentences
- C. Identify simple, compound and complex sentences
- D. Identify various phrases and dependent clauses
- E. Compose complete sentences
- F. Compose complex sentences using a variety of subordinate elements
- G. Construct a topic sentence that effectively focuses a paragraph
- H. Create a paragraph that supports a topic sentence with sufficient detail
- I. Compose descriptive, narrative and expository paragraphs
- J. Organize paragraphs in a logical, coherent manner
- K. Create sentences that are relatively free of major grammatical errors
- L. Create short essays that respond to a text, usually by relating it to their own experience
- M. Select words that are relatively precise and appropriate to the writing task

**IV. COURSE CONTENT**

- A. Parts of speech
- B. Parts of sentences
- C. Types of sentences
- D. Phrases
- E. Dependent clauses
- F. Common errors in grammar and sentence construction
  - 1. Sentence fragments
  - 2. Run-on sentences and comma splices
  - 3. Errors in subject-verb agreement
  - 4. Errors in pronoun reference and agreement
  - 5. Errors in pronoun case
  - 6. Errors in the placement of modifiers
- G. Diction
  - 1. Using the correct part of speech

2. Distinguishing between commonly confused words
- H. The paragraph
  1. The topic sentence
    - a. Narrowing the topic
    - b. Use of a controlling idea
  2. Supporting the topic sentence with evidence
    - a. Fact versus opinion
    - b. Need for concrete detail
  3. Paragraph unity and coherence
    - a. Methods of organization
    - b. Transitional elements

**V. METHODS OF INSTRUCTION**

- A. Lecture
- B. Demonstrations and practice
- C. Collaborative work groups
- D. Peer review

**VI. TYPICAL ASSIGNMENTS**

- A. After reading an essay about how a person influenced the life of the author, students will be asked to write a paragraph in which they describe how a person has influenced their lives. Special attention will be paid to the development of a good topic sentence and the inclusion of concrete support for that topic sentence.
- B. Students will be asked to analyze the structure of complex sentences and to imitate that structure in a list of sentences they create.

**VII. EVALUATION**

- A. Methods of Evaluation:
  1. Objective and subjective evaluation of frequent quizzes and occasional exams over information presented in grammar and usage review. Sample questions
    - a. Write a sentence using a S-V-DO pattern and modify it with an adverb clause.
    - b. Rewrite a sentence by changing direct speech to indirect speech.
  2. Subjective evaluation of paragraphs and multi-paragraph papers assignments that include a prewriting assignment and at least two drafts. Most assignments will require students to write about their own experiences or relate their experiences to something they've read.
- B. Frequency of Evaluation:
  1. At least 7 quizzes or exams
  2. At least 10 paragraphs
  3. At least 3 multi-paragraph papers

**VIII. TYPICAL TEXTS**

- A. Emery, Donald W., Kierzek, John M., and Lindblom, Peter D. English fundamentals: Form A, 12<sup>th</sup> Edition. Allyn and Bacon, 2000.
- B. Fawcett, Susan. Evergreen with readings: A guide to writing, 7<sup>th</sup> edition. Houghton Mifflin, 2003.
- C. Fitton, Diane. New beginnings: Writing with fluency. Houghton Mifflin, 2001.

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS: NONE**

**PREREQUISITE COURSE**

**Target Course:** English 914, Basic Writing

**Prerequisite Course:** Read 950, Reading Skills II

**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**

Exit Skills in Prerequisite Course	Entry Skills Needed for Success in Target Course (Mark with an X if needed.)	Degree of Importance (Rate 1 – 3)
Utilize vocabulary and word attack strategies as required for eighth-grade level reading material.	X	1
Complete one level of vocabulary development showing understanding of meaning, pronunciation and usage.	X	1
Employ basic and advanced comprehension skills: vocabulary in context, recognizing main ideas, locating supporting details, patterns of organizations and critical reading and thinking skills as required for eighth-grade level materials.	X	1
Provide written and oral responses to reading showing critical reading and thinking skills.	X	1
Read at or above the eighth-grade level based on a standardized test or alternative assessment instrument.	X	1
Use the dictionary and employ reference skills.	X	1

**PREREQUISITE COURSE**

**Target Course:** English 914, Basic Writing

**Prerequisite Course:** ESL 941, Patterns of Contemporary English IV

**Instructions:**

4. 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...”)
5. 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.
6. 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**

Exit Skills in Prerequisite Course	Entry Skills Needed for Success in Target Course (Mark with an X if needed.)	Degree of Importance (Rate 1 – 3)
• Distinguish general from specific ideas in reading passages	x	1
• Read for main ideas;	x	1
• Write sentences using the principles of clause formation and construct complex sentences;	x	1
• Use modal verbs, infinitives or gerunds;	x	1
• Choose appropriate verb tenses (present vs. present progressive, simple past, etc.)	x	1
• Write sentences expressing conditions contrary to fact	x	1
• Compose a paragraph with three major points with supporting details	x	1
• Write a paragraph of contrast	x	1
• Write using the comparative and superlative degrees of adjectives	x	1
• Summarize in a paragraph a reading passage or article.	x	1
• Compose a 300-word paper comparing and contrasting people, ideas or places; describing an embarrassing or humorous incident in language learning;	x	1