COURSE INFORMATION FORM

DISCIPLINE: English
COURSE TITLE: Basic Writing Skills I

CR.HR 3  LECT HR. 3  LAB HR.  CLIN/INTERN HR.  CLOCK HR. 

CATALOG DESCRIPTION
Students will work toward writing clear, correct, and effective sentences and paragraphs, incorporating their use in extended pieces of writing.

PREREQUISITES
None

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. Employ the writing process (including pre-writing, planning, drafting, and revision) to produce focused, supported, and grammatical paragraphs.

2. Demonstrate awareness of and responsibility for own learning, and develop strategies for improvement through the writing process.

3. Compose sound paragraphs that include focused topic sentences, descriptive details, facts, and examples that develop the main idea, effective patterns of organization, and transitional devices.

4. Compose accurate summaries and paraphrases.

5. Read and explain a variety of expository texts and connect what is read to personal experience in unified and coherent paragraphs.

6. Demonstrate an understanding of sentence fundamentals.

7. Identify and apply the conventions of Standard Written American English correctly in written work.

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>ESO</th>
</tr>
</thead>
</table>
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes may be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Editing quizzes and exams (1,3,4,5,6,7)
- Pre- and post-testing (6,7)
- Paragraph assignments (1,2,3,4,5,6,7)
- In-class writing (1,2,3)
- Student-teacher conferencing (1,2,3,5)
- Writing lab activities (3,6,7)
- Supplemental activities (1,2,3,4,5,6,7)

*Portfolios (3,4,5,6,7)
* Optional
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Grammar fundamentals in sentence variety
   A. Simple
   B. Compound
   C. Complex

II. Patterns in punctuation
    A. Independent clauses
    B. Dependent clauses
    C. Common usage errors

III. The writing process
    A. Pre-writing
    B. Drafting
    C. Revision

IV. Patterns of paragraph development
    A. Topic sentence
    B. Supporting sentences
    C. Editing for correctness

V. College level expository essays
    A. Awareness of purpose and audience
    B. Discussion of explicit and inferential meanings
    C. Write accurate summaries