COURSE INFORMATION FORM

DISCIPLINE

English

COURSE TITLE

Basic Writing Skills II

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

CATALOG DESCRIPTION

Students will work toward understanding and utilizing the conventions of Standard American English and writing focused, adequately supported and mechanically sound paragraphs and essays.

PREREQUISITES

English 28, English 80 or satisfactory score on placement test.

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) in developing unified, coherent, thesis-supported essays.

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

3. Compose accurate summaries and paraphrases within a longer piece of writing.

4. Demonstrate ability to make inferences and connect reading to personal experience and the world beyond the classroom in unified, coherent, thesis-supported essays.

5. Utilize basic research skills to locate, gather, evaluate, and organize information in a thesis-supported essay.

6. Utilize effective English language structure, grammar, and vocabulary to communicate clearly.

7. Critique one's own writing and the writing of others.

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.

Outcomes  ESO
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.)

1. Paragraph assignments (1,2,3,4,6,7)
2. Essay Assignments (1,2,3,4,5,6,7)
3. Quizzes and exams (5,6)
4. Small group critiques and discussion (1,2,4,6,7)
5. Class discussion (1,2,4,6,7)
6. Journal (1,2,4,7)
7. In-class writings (1,2,4,7)
8. Collaborative activities (1,2,4,5,6,7)
9. Student-teacher conferencing (1,2,3,4,5,6,7)
10. Writing lab activities (5,6)
11. Supplemental activities (1,2,3,4,5,6,7)
12. *Portfolio prepared for multiple readers (1,2,3,4,5,6,7)

*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/Coordination
   B. Dependent clauses/Subordination
   C. Common usage errors

III. College level essays
   A. Awareness of purpose(s) and audience(s)
   B. Analysis of organizational patterns
   C. Discussion of explicit and inferential meanings
   D. A prompt for student’s own writing

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

IV. Paragraph development
   A. Topic sentence
   B. Development and support
      1. Summary and paraphrase
      2. Illustration/Description
      3. Process
      4. Definition
      5. Compare/contrast
      6. Classification
      7. Cause and effect
      8. Persuasion

VI. Essay development
   A. Introduction
      1. Purpose of introductory paragraphs
      2. Thesis statement
   B. Body
      a. Topic sentence
      b. Appropriate supporting detail
   C. Conclusion

Revised 5/3/11