

San Joaquin Delta Community College District

English 70, Basic Writing Skills I

Syllabus—generic example

At top, post days/times/location of course
Instructor Information, including Office Hour

5.00 units, do not count toward the associate degree.

Course Description

This course is designed for the student needing skill development in writing basic English prose. Emphasis is placed on writing clearly and correctly for a given purpose and audience.

Method of Instruction: Methods of instruction include Mini-lectures; Small-group work in class; individual in-class writing and exercises.

Example of REQUIRED Text Books (about \$50, total)

1. Goldstein, Janet and Beth Johnson. **Voices and Values: A Reader for Writers.** (\$20)
2. Langan, John and Beth Johnson. **English Essentials.** (\$15)
3. Esquivel. **Like Water for Chocolate.** (\$14)

REQUIRED Periodical

The Final Draft. current edition, Delta College Bookstore (\$3)

Course Goals: upon successful completion of the course, the student will:

1. Write short summaries, responses and practical compositions in response to various readings, audiences, and purposes.
2. Identify and generate basic standard English sentence patterns, employing basic grammar and mechanics of Standard Written English.

Course Objectives: upon successful completion of the course the student will:

1. Read and understand various types of text including class assignments.
2. Write or print legibly; type and printout some class assignments.
3. Appropriately address various audiences for various writing purposes.
4. Employ pre-writing methods such as freewriting, brainstorm listing, clustering, and informal outlining.
5. Write several types of short prose compositions such as paragraphs, objective summaries, subjective responses, and practical writing such as letters, reports, brochures.
6. Generate simple, compound, and complex sentences.
7. Appropriately capitalize and punctuate basic English sentences.
8. Proofread and edit to correct errors in grammar, mechanics, spelling, and punctuation in accord with basic levels of Standard Written English.

Course Outcomes (SLOs) upon successful completion of the course the student will:

Outcome: Demonstrate mastery of basic English writing skills.

Assessment: The student will complete a portfolio of four pieces of writing, including a one-paragraph objective summary of a non-fiction prose piece, a multiple-paragraph subjective response to a piece of fiction or non-fiction, a letter to a specific person for a specific purpose, and a practical piece of writing related to an occupational field of interest to the student. This portfolio will be holistically evaluated by English faculty using a grading rubric created in consultation with faculty of higher level Delta College English composition courses.

SUB-OUTCOMES:

1 Outcome: Given techniques of building writing fluency such as freewriting and dialoging, the student will demonstrate writing stamina.

Assessment: A student will write more than 1,000 words (approximately 10-20 pages at 100 words per page) in an informal journal, both in and out of class.

2 Outcome: Given a well-organized two-page piece of expository text (approximately 500 words) at approximately 8th grade level, the student will identify the main and supporting ideas and key details, giving credit to the author.

Assessment: A student will demonstrate evidence of the above outcome by writing a one-paragraph objective summary of said text, naming the title, author and main idea in the first sentence of the summary, followed by identifying the supporting point and key details, and earning a score of “C” or better when assessed by a faculty-created rubric. This writing will be timed in class.

3 Outcome: Given a piece of reading or an experience such as a field trip, the student will create a subjective written response.

Assessment: A student will demonstrate evidence of the above outcome by writing a multiple-paragraph composition connected to the reading or the experience, which composition may contain rhetorical modes such as narrative, descriptive, process or examples.

4 Outcome: Given lessons and practice in the three basic sentence patterns (simple, compound, complex) and their punctuation, the student will correctly identify and form sentences in these three patterns.

Assessment: A student will demonstrate evidence of the above outcome by passing an in-class test and by proofreading, editing, and correcting at least one paragraph containing errors in sentence structure and punctuation.

Course Content (credit course outline)

1. Reading as a Context for Writing
 - a. Informal responses to reading such as learning logs, class discussion, journals, etc.
 - b. Systematic responses to reading such as objective summaries and subjective responses
2. Writing for Fluency such as in Journals or Freewriting
3. Pre-writing such as freewriting, listing, clustering
4. Short Compositions for Various Purposes
 - a. Summaries of and responses to readings

- b. Well-developed paragraphs for purposes such as narration and description.
 - c. Practical writing such as letters to real audiences for real purposes
- 5. Standard English Clauses and Phrases
 - a. Recognizing and writing prepositional phrases
 - b. Recognizing and writing clauses, creating subject/verb agreement
 - i. Simple sentences
 - ii. Compound sentences--coordination
 - iii. Complex sentences—subordination
 - c. Using standard English verb tenses
 - d. Recognizing and mending fragments and run-on sentences including comma splices
- 6. Basic English Mechanics
 - a. Legible handwriting or printing
 - b. Capitalization
 - i. Start of sentences
 - ii. Proper nouns
- 7. Basic Punctuation
 - a. Periods to end sentences
 - b. Commas for compound and complex sentences
- 8. Basic Spelling
 - a. Plural nouns
 - b. Verb forms
- 9. Critical Thinking through Proofreading and Editing

Sample Course Assignments:

READING: The student will read short letters, narratives, and essays on a variety of topics in the current Final Draft student magazine, at approximately the 8th grade level as measured with the Flesch-Kincaid Readability Scale.

WRITING: The student will write various pieces such as a practical letter to an employer regarding an Occupational Field which has been designated as realistic for the given student, through interactions with the Delta Career Center, instructor, and other resources.

Method of Evaluation and Grading Options:

The student will compile a portfolio of four of his/her best pieces of writing—an in-class, timed summary, an in-class, timed personal response, a career-focused letter or other practical piece of writing, and a piece of writing that has been revised according to directions from the instructor. These compositions will demonstrate critical thinking as evidenced through problem-solving, specifically proofreading and editing at the sentence level that demonstrates mastery of the writing skills contained in the course outline for English 70.

The portfolio will be evaluated by English faculty in collaboration at a holistic "reading" near the end of the semester. The student's portfolio will be graded using a rubric, created collaboratively among the English 70 faculty, taking into account the entry skills needed for readiness to enter the next higher course, English 87.

A course grade of "C" or better in English 70 moves the student to Level 2 Composition and so meets the prerequisite to register for English 87 or 79, going by the faculty recommendation.

A course grade of "D" earns units but does not allow passage to higher level course.

Grading Options: A-F.

90% and up	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
59% and below	=	F

MAXIMUM GRADE POINTS—falling short of maximum quality earns fewer points

FULL PARTICIPATION, HOMEWORK, & CONDUCT EACH CLASS	35%
10 points each day times 35 sessions =	350 points

PORTFOLIO	35%
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Best letter	=	50 points
Best summary	=	100 points
Best response	=	100 points
Best revision	=	100 points

TOTAL	350 points
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TUESDAY TESTS AND QUIZZES	30%
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From <u>Voices and Values</u>	
And <u>English Essentials</u>	
10 points per test/quiz times 30 tests =	300 points

TOTAL

100%
