

## COURSE OUTLINE

### **English 191 Writing Workshop II**

#### **I. Catalog Statement**

English 191 is designed for students who need to practice writing thoughtful and well-organized short compositions in standard English. Conducted as a writing workshop, the class involves reading and discussion of lively articles, stories, and possibly longer works. Individualized computer lessons provide tutorials and practice in the grammar and mechanics of writing. Computer applications help students plan, write, check, and revise what they have written. The course helps students increase their familiarity with the style and organizational format of written English and improves their ability to compose, edit, and revise sentences, paragraphs, and short compositions.

Total Lecture Units: 4.0

**Total Course Units: 4.0**

Total Lecture Hours: 64.0

**Total Faculty Contact Hours: 64.0**

Prerequisite: Placement is based on a composite of test scores and academic background, or satisfactory completion of English 189. Concurrent enrollment in or satisfactory completion of English 190 is required.

Note: A maximum of 8 units of credit will be awarded for ENGL 191, 120, and 199.

#### **II. Course Entry Expectations**

Skills Level Ranges: Reading 4; Writing 4; Listening/Speaking 4; Math 1.

Prior to enrolling in this course, the student should be able to:

1. analyze paragraph-length reading passages to identify topic and developmental sentences, as well as transitional expressions used to increase coherence;
2. evaluate paragraphs for unity, sufficiency of development, and coherence;
3. organize and write a paragraph-length composition which:
  - a. addresses the topic, providing appropriate development in the form of reasons, examples, and details;
  - b. reflects a rudimentary grasp of basic paragraph structure;
  - c. demonstrates a basic understanding of the English sentence, including word order, the need for a subject and verb, and the use of verb tenses and forms, though there may be a few errors in grammar, mechanics, spelling, and/or diction.

**III. Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. analyze short essays (approximately 2-6 paragraphs in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;
2. evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;
3. organize and write an essay which:
  - a. addresses the topic and is directed by a thesis statement
  - b. has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization
  - c. shows some awareness of critical thinking and linkage of evidence with assertion
  - d. develops ideas, moving from general to specific
  - e. is easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist
  - f. uses a variety of sentence types.

**IV. Course Content****Total Faculty Contact Hours: 64**

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|--|----------|
| A. Introduction  | 4 hours  |
| 1. Unit requirements   |          |
| 2. Ways of obtaining additional help   |          |
| 3. Visits to the English Lab, CAI Lab, Learning Center, or other campus computer labs  |          |
| 4. Diagnostic testing  |          |
| B. Analysis of Paragraphs and Short Essays   | 12 hours |
| 1. Clarity, unity, development, coherence, and form                                    |          |
| 2. Sentence structure and variety  |          |
| 3. Grammar   |          |
| 4. Vocabulary  |          |
| 5. Evaluation of Rhetorical Modes (compare & contrast, argument, cause & effect, etc.) |          |
| C. Grammar and Sentence Construction   | 18 hours |
| 1. Subject/Verb agreement  |          |
| 2. Verb forms  |          |
| 3. Fragments   |          |
| 4. Run-ons   |          |
| 5. Compound and complex sentences (subordination/coordination)                         |          |
| 6. Modifiers   |          |
| 7. Parallelism   |          |
| 8. Pronouns errors   |          |

- 9. Apostrophes (optional)
- 10. Spelling (optional)

D. Composition and Writing Process: 30 hours

- 1. Pre-writing techniques:
  - a. Brainstorming
  - b. Clustering
  - c. Listing
  - d. Freewriting
  - e. Questioning
  
- 2. Paragraph composition and formatting:
  - a. Topic sentence
  - b. Development
  - c. Unity and coherence
  - d. Concluding sentence
  - e. Indentation, margins, line spacing
  
- 3. Essay (four paragraphs) composition and formatting:
  - a. Introductory paragraph with thesis
  - b. Body paragraphs with topic sentences
  - c. Unity and coherence
  - d. Concluding paragraph

V. **Methods of Instruction**

The following instructional methodologies may be used in the course:

- 1. lecture;
- 2. collaborative small-group work;
- 3. individualized computer-assisted instruction
- 4. PowerPoint slide shows;
- 5. course website;
- 6. course rubric with annotated sample essays;
- 7. workshops;
- 8. individual conferences.

VI. **Out of Class Assignments**

The following out of class assignments may be used in the course:

- 1. essay writing and/or preparation for essay writing (outlining, drafting, etc.);
- 2. informal journal writing;
- 3. peer essay evaluations;
- 4. textbook and/or website-based exercises, assignments, and/or readings.

**VII. Methods of Evaluation**

The following methods of evaluation may be used in the course:

1. short quizzes on grammar, spelling, vocabulary, mechanics, and reading comprehension;
2. a minimum of 7 graded compositions/essays (500 words), with at least half of the essays written in class;
3. journal writing;
4. peer essay evaluations;
5. textbook and/or website-based exercises, assignments, and/or readings;
6. total writing requirement: at least 3,500 words;
7. a final departmental or team-evaluated essay, written in class.

**VIII. Textbook**

Juzwiak, William. *Stepping Stones*. New York: Bedford, 2012. Print  
10<sup>th</sup> Grade Reading Level. ISBN: # 978-0312675998.

Kirszner, Laurie. *Writing First w/Readings: Practice in Context*. New York, Bedford, 2008. Print.  
10<sup>th</sup> Grade Reading Level. ISBN:# 978-0312542566.

Scarry, Sandra. *The Writer's Workplace with Readings*. New York: Wadsworth, 2010. Print  
10<sup>th</sup> Grade Reading Level. ISBN:# 978-1285063843.

**XI. Student Learning Outcomes**

Upon successful completion of the course the student will be able to:

1. analyze a short essay or passage such as the final exam prompt demonstrating knowledge of thesis, topic, developmental and concluding sentences, and transitional expressions
2. write a multi-paragraph length essay which addresses the topic, applies knowledge of essay organization conventions, and demonstrates a growing awareness of critical thinking through its development of ideas. Essay is also easy to read and follow
3. assess a composition for unity, development, evidence, and coherence