COURSE OUTLINE

English 189
Writing Workshop I

I. Catalog Statement

English 189 is designed for students who need to practice writing clear sentences and paragraphs in standard English. The course is a writing workshop. It involves the students actively in reading, writing, discussing, and re-writing. 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, form and structures of written English and improves their ability to compose and edit sentences and paragraphs in English.

Units - 3.0
Lecture Hours - 3.0
Laboratory Hours - 2.0
(Faculty Laboratory Hours 0.0 + Student Laboratory Hours 2.0 = 2.0 Total Laboratory Hours)

Prerequisite: Placement is based on a composite of test scores and academic background. Concurrent enrollment in or satisfactory completion of English 188 is required.

II. Course Entry Expectations

Skills Level Ranges: Reading: 3; Writing: 3; Speaking/Listening: 3; Math: 1

Prior to enrolling in the course, the student should be able to:
1. analyze paragraphs to identify main idea and supporting sentences
2. write sentences in which spelling and grammatical errors do not interfere with comprehension
3. write a paragraph-length summary of a simple reading selection
4. write a simple paragraph of cause and effect

III. Course Exit Standards

Upon successful completion of the required coursework, the student will 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, example, 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.

IV. Course Content

A. Introduction — 6 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 — 14 hours
1. Clarity, unity, development, coherence and form
2. Sentence structure and grammar
3. Vocabulary

C. Grammar and Sentence Construction — 14 hours
1. Subject/Verb agreement
2. Verb forms
3. Fragments
4. Run-ons
5. Compound and complex sentences (subordination/coordination)
6. Pronoun errors (optional)
7. Apostrophes (optional)
8. Spelling (optional)

D. Composition and Writing Process — 14 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. Re-writing techniques
   a. Proofreading
   b. Editing

c. Revision

V. Methods of Presentation

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. Assignments and Methods of Evaluation

1. short quizzes on grammar, spelling, vocabulary, and/or mechanics.
2. a minimum of eight evaluated paragraph-length compositions, at least six of them written in class.
3. essay feedback forms.
4. peer essay evaluations.
5. informal journal writing.
6. textbook and website-based homework.
7. a final departmental or team-evaluated essay.

VII. Textbook

Fawcett, S. Grassroots with Readings: The Writer's Workbook, 9th edition, 0618955216, Wadsworth, 2007
Juzwiak, C., Stepping Stones, 0312466579, Bedford, 2009
Langan, J., Sentence Skills with Readings, 4th edition, 0073533262, McGraw-Hill, 2009
Kirszner, L. and Mandell, S. Foundations First: Sentences and Paragraphs with Readings, 0312459890, Bedford, 2007

VIII. Student Learning Outcomes

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

1. analyze a reading passage such as final exam prompt in order to identify topic and features such as developmental sentences and transitional expressions
2. write an organized paragraph-length composition demonstrating understanding of the English sentence and rudimentary paragraph structure and which addresses topic and shows development through application of appropriate reasons, examples, and details
3. assess a paragraph-length composition for unity, development, evidence, and coherence