### **COURSE OUTLINE**

# English 199 Writing Workshop, Composition, and Reading

### I. Catalog Statement

English 199 is designed for students who need to practice writing thoughtful and well-organized short compositions in standard English and then want to continue their preparation for the writing required in college classes and other settings. The course begins in the writing of short, thesis-based essays based on personal experience and progresses to the writing of longer thesisbased essays and the critical analysis of selected prose works dealing with important contemporary ideas. The course, combining the two pre-English 101 level classes, helps students increase their ability to read and analyze essays critically, 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: 8.0 **Total Course Units: 8.0** 

Total Lecture Hours: 128.0

**Total Faculty Contact Hours**: 128.0

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

Prerequisite: ENGL190 (English 190 may be taken concurrently).

Corequisite: ENGL 193.

Note: This course may not be taken for credit by students who have completed English 191 or English 120. A maximum of 8 units will be granted for any combination of English 191, English 120 and English 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, 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
- 4. score at a ninth grade reading level on a standardized reading test;
- 5. preview and scan a text for main ideas and employ a textbook reading strategy.

While enrolled in this course, the student should be able to:

- 1. score at a ninth-grade level on a standardized reading test;
- 2. analyze paragraph-length reading passages to identify topic and developmental sentences, as well as transitional expressions used to increase coherence;
- 3. evaluate paragraphs for unity, sufficiency of development, and coherence;
- 4. demonstrate 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;
- 5. organize and write a paragraph-length composition;
- 6. discriminate between primary and subordinate statements in a paragraph and create and follow an outline.

# III. Course Exit Standards

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

- 1. organize and write thesis-based essays;
- 2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;
- 3. critically analyze selected prose works dealing with important contemporary issues:
- 4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;
- 5. gather and organize information through library research;
- 6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work as specified by the English 120 rubric;
- 7. evaluate compositions for unity, sufficiency of development, evidence, coherence, and a variety of sentence structure;
- 8. 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 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 = 128**

1. Introduction 5 hours

- a. Exploring college resources
- b. Establishing rules for visits to the English Lab, Learning Center, or other campus computer labs; SI instruction
- c. Diagnostic testing

## 2. Critical Thinking

19 hours

- a. Understanding critical thinking and its application in English classes
- b. Recognizing barriers to critical thinking
- c. Developing critical thinking skills
- d. Identifying arguments
- e. Recognizing underlying assumptions
- f. Recognizing argument fallacies
- g. Evaluating evidence
- h. Recognizing Differences Between Fact and Opinion

# 3. Critical Reading and Writing Responses to Essays

18 hours

- a. Identifying and Evaluating Main Ideas and Assertions
- b. Identifying and Evaluating Evidence
- 4. Analysis of Paragraphs, Short Essays, and Longer Essays

16 hours

- a. Clarity, unity, development, coherence, and form
- b. Sentence structure and variety
- c. Vocabulary

#### 5. Grammar and Sentence Construction

18 hours

- a. Subject/Verb agreement
- b. Verb forms
- c. Fragments
- d. Run-ons
- e. Errors with Modifiers
- f. Parallelism
- g. Pronouns errors (including agreement)
- h. Apostrophes and Spelling
- i. Punctuation and Mechanics
- j. Capitalization

- k. Title Marking (italics, underlining, quotation marks)
- 1. Sentence variety (compound and complex sentences, past and present participle modifiers, more)

## 6. Language Awareness

14 hours

- a. Connotation, denotation, context
- b. Precise language and specificity
- c. Formal vs. informal
- d. Vocabulary building

## 7. Composition and Writing Process

24 hours

- a. Prewriting techniques (brainstorming, clustering, freewriting, questioning, listing)
- b. Paragraph composition and formatting (topic sentences, transitions between ideas, development, unity and coherence, concluding sentence, indentation, margins, line spacing)
- c. Essay composition and formatting: creation of a strong and focused thesis statement / argument; transitions between paragraphs; development using concrete details including description, facts, expert testimony, definition, reasons/explanations, analogy; effective introductions and conclusions

8. Research 14 hours

- a. Posing Research Questions
- b. Using the library

Locating periodicals

Assessing validity of resources

c. Using Research

Quoting, summarizing, paraphrasing

Citing sources / Using MLA Style / Creating a Works Cited Page

**Avoiding Plagiarism** 

d. Writing the Research Paper

Studying Sample Research Papers

Creating a Research Paper Using Research Materials

### V. Methods of Instruction

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

- 1. classroom lecture and discussion;
- 2. collaborative learning;
- 3. educational technologies including word processing, Internet, and electronic presentation;
- 4. collaborative small-group work;
- 5. PowerPoint slide shows:
- 6. course Moodle website / campus guides;
- 7. course rubric with annotated sample essays;

- 8. workshops & SI instruction;
- 9. individual conferences;
- 10. reading quizzes.

## VI. Out of Class Assignments

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

- 1. one out-of-class paragraph (250 300 words each);
- 2. two out-of-class essays (600 750 words) based on personal experience;
- 3. one essay (600-750 words) based on research;
- 4. one research paper of 1,000 1200 words based on research (with at least four library sources, one of which will be an online source);
- 5. eight journal entries (responses to readings or multi-media prompts).

## VII. Methods of Evaluation

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

- 1. one in-class paragraph (250 300 words each);
- 2. three in-class essays (600 750 words) based on personal experience;
- 3. four in-class essays (600-750 words) based on primary and secondary research;
- 4. one midterm essay;
- 5. one final exam based on readings handed out in class (in-class essay);
- 6. in-class grammar and editing quizzes;
- 7. online grammar exercises;
- 8. reading responses.

### VII. Textbooks

Rosa, Alfred and Paul Eschholz. *Models For Writers: Short Essays for Composition*. Boston: Bedford St. Martin's. January 2012. Print.

ISBN-10: 0312552017

Hacker, Diana. *Rules for Writers*. Boston: Bedford St. Martin's. September 2011. Print. ISBN-10: 0312647360

Juzwiak, Chris. *Touchstones: A Guided Approach to Writing Paragraphs and Essays*. Boston: Bedford St. Martin's. January 2012. Print. ISBN-10 0312675992

#### **VIII. Student Learning Outcomes**

Upon successful completion, 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;
- 4. analyze and synthesize information from a series of related articles, as demonstrated by summary, paraphrase, and quotation;
- 5. write a multi-paragraph length argumentative essay which addresses the topic, applies knowledge of essay organization conventions and basic MLA citation form, displays a command of standard English grammar, and demonstrates a growing awareness of critical thinking through its development of ideas and cited, logically applied evidence derived from a series of related readings;
- 6. interpretation and evaluation: Assess a composition for unity, development, coherence, strength of evidence, proper integration of reading sources, and correct citation.