COURSE OUTLINE OF RECORD

Number: ENGL G098  
TITLE: Developmental Writing and Reading

ORIGINATOR: Instructor Placeholder AAA  
EFF TERM: Fall 2011
FORERMINLY KNOWN AS: English G009

DATE OF OUTLINE/REVIEW: 06-04-1985

CROSS LISTED COURSE:  
TOP NO: 1501.00

SEMESTER UNITS: 3.0
HRS LEC: 72.0  
HRS LAB: 0.0  
HRS OTHER: 0.0

CONTACT HRS TOTAL: 72.0
STUDY NON-CONTACT HRS RECOMMENDED: 144.0

CATALOG DESCRIPTION:

This course is designed for students with native fluency in English who need extensive reading and writing preparation for college level work. Reading components of this course promote student confidence by focusing on comprehension, vocabulary, and retention to promote student success and confidence. Writing components focus on sentence, paragraph, and short-essay writing. Students will concentrate on writing main ideas that are adequately supported by clear explanations, details, and examples. Some students may need additional assistance from the Writing Center.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:

English

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [ ] Credit - Not Degree Applicable [X]

GRADING POLICY: Pass/No Pass [X] Standard Letter [ ] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[X]

BASIC SKILLS STATUS: Yes [X] No [ ] LEVELS BELOW TRANSFER: 2 levels below transfer level

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [X] Yes [ ]

GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:
1. demonstrate a consistent ability to use coordinating conjunctions, adverb clauses of time, contrast, and cause and effect, and adjective clauses with who, whom, which, whose, and that.
2. demonstrate good control of paragraph form and structure in a wide variety of rhetorical forms.
3. compose one to two pages demonstrating consistent control of appropriate verb tenses for the context.
4. apply prewriting strategies to organize ideas in response to a prompt to create appropriately structured paragraphs and short essays.
5. construct clear, grammatically correct sentences using a variety of sentence structures and appropriate academic vocabulary.
6. distinguish main ideas and supporting details and employ active reading strategies to understand texts at the critical level.

COURSE OBJECTIVES:
1. Increase reading comprehension a. Understand the literal meaning of texts with the increased ability to discern main ideas and significant supporting details b. Show some understanding of texts at the critical level with increased ability to make inferences, conclusions, and judgments.
2. Increase vocabulary skills a. Show some ability to use context clues b. Show some ability to use structural clues: prefixes, suffixes, and roots.
3. Increase reading study skills a. Use “active reading” strategies: highlight, question, and comment directly on text b. Take adequate notes about a text c. Understand mapping techniques d. Show reading comprehension efficiency and speed.
4. Write basic summaries of reading.
5. Use readings as models for writing.
6. Understand the direct correlation between reading and writing skills.
7. Construct clear, grammatically correct sentences a. Be able to produce compound, complex, and compound/complex sentences b. Understand and exhibit sentence variety.
8. Select, narrow, and recognize workable main ideas for paragraphs.
10. Understand how to construct a paragraph a. Write topic sentences b. Support topic sentences with explanations, details, and examples.

COURSE CONTENT:

LECTURE CONTENT:

A. Read a variety of texts: in- and out- of class assignments that increase in length and difficulty over the course and cover a variety of sources (ie: newspapers, magazines, textbooks, essays, short stories)
B. In-class essays in response to short readings
C. Group and individual presentations on reading
D. Active reading activities: highlighting, questioning, summarizing, clarifying, and commenting on reading
E. Generate sentences
   1. Study the use of phrases and clauses
   2. Write grammatically correct simple, compound, and complex sentences
F. Pre-write
   1. Generate ideas about topics and main ideas for sentences and paragraphs
   2. Distinguish between levels of generalization as related to narrowing topics
   3. Formulate topic sentences
   4. Develop simple outlines for paragraph construction
G. Write a variety of paragraphs and short essays using several modes
   1. Narration

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METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

1. Weekly reading out of course textbook and/or anthology
2. In- and out-of class reading from a variety of sources (ie: newspapers, magazines, and texts from a variety of disciplines)

Out-of-class Assignments

Recommended: Concurrent enrollment in Writing Center mini-courses that apply to content of the course, such as English 097, English 040, English 050

Writing Assignments

1. Write grammatically correct sentences
2. Write basic, unified, organized, coherent paragraphs and short-essays

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:

1. Participate in group discussions of reading 2. Respond to reading comprehension and content questions 3. Analyze construction of model paragraphs 4. Distinguish between correct and incorrect patterns in writing 5. Recognize consistency in writing

Required Writing, Problem Solving, Skills Demonstration:

1. Write grammatically correct sentences 2. Write basic, unified, organized, coherent paragraphs and short-essays

TEXTS, READINGS, AND RESOURCES:

TextBooks:


LIBRARY:

Adequate library resources include:

Comments:

Attachments:

[Attached Files]