COURSE OUTLINE OF RECORD

Number: ENGW G024  TITLE: Writing A Unified Essay

ORIGINATOR: Sacha Moore  EFF TERM: Summer 2010
FORMERLY KNOWN AS: 

CROSS LISTED COURSE:

SEMESTER UNITS: 1.0  TOP NO: 1501.00
HRS LEC: 0.0  HRS LAB: 36.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 36.0
STUDY NON-CONTACT HRS RECOMMENDED: 0.0

CATALOG DESCRIPTION:

This course instructs students in the process of essay writing, including generating ideas, writing a first draft, revising, and using a variety of introductions and conclusions. Students will practice the five-paragraph essay both with self-generated topics and with responses to reading assignments. Open entry/open exit.

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 [X] No [ ]

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

BASIC SKILLS STATUS: Yes [X] No [ ]  LEVELS BELOW TRANSFER: 1 level 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. practice a variety of methods of introduction, transition, exemplification, and conclusion.
2. produce grammatically sound essay length responses to a variety of prompts.
3. identify and perform the writing process.
4. revise and edit writing to reflect skill in using standard English conventions.
COURSE OBJECTIVES:
1. Acquire three pre-writing techniques for generating ideas.
2. Learn the format of a five-paragraph essay.
3. Practice a variety of methods of introduction, transition, exemplification, and conclusion.
4. Revise his/her own writing to increase cohesiveness, unity, and clarity.
5. Respond effectively to both self-generated topics and prompts from reading assignments.
6. Learn techniques for writing under time pressure.

COURSE CONTENT:

LECTURE CONTENT:

A. Pre-writing
   1. Techniques: brainstorming, mapping, free writing
   2. Preliminary organization of ideas

B. The first draft of a five-paragraph essay
   1. Introduction with thesis statement
   2. Body paragraph development
   3. Transitions
   4. Conclusion

C. Revision
   1. Assessing ones own work
   2. Alternate introductions and conclusions
   3. The transition paragraph

D. Responding to reading assignments
   1. Active reading techniques
   2. Using examples from the reading
   3. Writing under time pressure

E. Final examination

LABORATORY CONTENT:

A. Pre-writing
   1. Techniques: brainstorming, mapping, free writing
   2. Preliminary organization of ideas

B. The first draft of a five-paragraph essay
   1. Introduction with thesis statement
   2. Body paragraph development
   3. Transitions
   4. Conclusion

C. Revision
   1. Assessing ones own work
   2. Alternate introductions and conclusions
   3. The transition paragraph

D. Responding to reading assignments
   1. Active reading techniques
   2. Using examples from the reading
   3. Writing under time pressure

E. Final examination
METHODS OF INSTRUCTION:

A. Lab:
B. Tutoring – noncredit:
C. Direct Study/IS:
D. Audio – One Way:
E. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:
  Reading Assignments
  Handout readings for students to evaluate and respond to writing prompt
  
  Out-of-class Assignments
  Students may be assigned handouts, exercises, video programs, or computer software to overcome mechanical problems.

  Writing Assignments
  1. Analyzing and determining approach to writing assignments
  2. Pre-writing
  3. Drafting three five-paragraph essays
  4. Revision and final drafts
  5. Writing under simulated academic situations

METHODS OF STUDENT EVALUATION:

Final Exam
Written Assignments
Essay Examinations
Problem Solving Exercises
Skills Demonstration

  Demonstration of Critical Thinking:
  Each step of drafting, revising, and completing the three essays involves demonstrating critical thinking/problem solving skills for the evaluating instructor.

  Required Writing, Problem Solving, Skills Demonstration:
  1. Analyzing and determining approach to writing assignments
  2. Pre-writing
  3. Drafting three five-paragraph essays
  4. Revision and final drafts
  5. Writing under simulated academic situations

TEXTS, READINGS, AND RESOURCES:

  Other:
  1. Syllabus
  2. Folder
  3. Handouts

LIBRARY:
  Adequate library resources include:

Comments:

Attachments:
  Attached Files