



ENGLN 810 - Supervised Writing Course Outline

Approval Date: 04/11/2019

Effective Date: 08/12/2019

SECTION A

Unique ID Number CCC000606362

Discipline(s) English

Division Language and Developmental Studies

Subject Area English Non-Credit

Subject Code ENGLN

Course Number 810

Course Title Supervised Writing

TOP Code/SAM Code 4930.09 - Literacy and Communication Skills / E - Non-Occupational

Rationale for adding this course to the curriculum Non-credit open-entry designation for students seeking instructional supports through the Writing Center. Curricular response to AB705

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 0.00

Lab 18.00

Activity 0.00

Work Experience 0.00

Total Contact Hours 0.00

Open Entry/Open Exit Yes

Maximum Enrollment

Grading Option Non-credit Course

Distance Education Mode of Instruction On-Campus Hybrid

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 99 times

Catalog Description This course provides support for writing skills under supervision of the Writing Success Center, via workshops, online modules, directed activity, and other tutoring activities.

Schedule Description This course provides support for writing skills under supervision of the Writing Success Center, via workshops, online modules, directed activity, and other tutoring activities.

SECTION D

Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended:** *None*

1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Demonstrate increased knowledge of grammar, the writing process, and academic writing.

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Demonstrate improved English composition skills in areas such as a. sentence grammar and English syntax b. reading and analyzing texts b. the writing process d. developing paragraphs e. essay focus and structure f. citation and documentation

B. Recognize areas in their own writing where grammatical and structural elements can be revised.

C.

3. Course Content

Content will vary depending on the identified needs of each student, with specific performance objectives determined by student input and diagnostics. Assignments may be adjusted throughout the semester based on students' identified needs and development, and may be delivered using a WSC-approved online tutoring platform.

Writing Success Assignment Topics include:

- The Writing Process
- Paragraphing
- Coherence
- Revising a Paragraph
- Paragraph Types/Rhetorical Modes
- Writing an Essay
- Thesis, Body Organization
- Revising an Essay
- Introductions and Conclusions
- Essay Types
- Summary, Quotation
- Research
- In-Class Essays
- Simple Sentences

- Compound Sentences (Coordination/Subordination)
- Complex Sentences
- Varied Sentences
- Parallelism
- Diction
- Run-ons
- Fragments
- Subject/Verb Agreement
- Shifts: Tense, etc.
- Misplaced Modifiers
- Past Tense
- Past Participles
- Nouns/Pronouns
- Adjectives/Adverbs
- ESL Grammar
- Commas
- Apostrophes
- Mechanics
- Reading Strategies
- Parts of Speech: Nouns, Pronouns, Prepositions, Adjectives, Adverbs
- Vocabulary
- Look-Alikes/Homonyms
- Proofreading
- Video (e.g. YouTube) Assignments (on a variety of topics)
- Journaling
- Reading Comprehension
- Spelling

- Online Tutoring
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4. Methods of Instruction:

Directed Study:

Individualized Instruction:

Lab:

Other: tutoring via WSC-approved platforms (e.g. SmarThinking)

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Portfolios -- -track directed activities on paragraph development -collect review reflections on writing skill workshops

Additional assessment information:

Instructional Assistants and other Writing Center staff will assess student progress as they meet individually. Students will practice self-assessment and, as necessary, Instructional Assistants will assign exercises and writing tasks for reinforcement of particular skills.

Non-credit Course

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Reading assignments will vary on student need, ranging from basic development to advanced analysis

For example: Vocabulary Exercise

The student will read and complete the Writing Success Center's "Using a Thesaurus to Expand Your Vocabulary" Handout. This handout gives instruction and practice in using a thesaurus and writing sentences using some of the synonyms learned.

For Example: Comprehension

Using a course text, identify the controlling idea and the main support points the author develops.

B. Writing Assignments

Writing assignments will vary on student need, from basic grammar to more advanced argumentation.

For example: Essay Guidance with YouTube Educational Videos

The student will watch and listen to at least twenty minutes' worth of pre-selected online educational videos focused on writing-related topics such as thesis statements, essay organization, and essay development. (Instructional Assistants will choose the specific topics based on the student's writing sample and responses to the Writing Journey survey questions.) While watching, the student will write down three important pieces of information gleaned from each video. Upon completing the videos, the student will write a paragraph explaining how s/he would use the information learned to revise one of his/her recent essays.

C. Other Assignments

Assignments will be developed in conjunction with student self-assessment and diagnostics.

For example: Grammar: Compound Sentences

The student will complete Chapter 19 of Focus on Writing, which provides practice in using coordinating conjunctions, semicolons, and semicolons used along with conjunctive adverbs. Instructional Assistants will review the exercises with the student, assigning extra practice (such as writing one additional sentence for each coordinating conjunction) as needed.

For example: Practice integrating quotations from outside sources. Focus on explaining how quote connects to the paragraph point it is used with.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Kirszner, L.

Title: Focus on Writing: Paragraphs and Essays

Publisher: Bedford/St. Martins

Date of Publication: 2016

Edition:

B. Other required materials/supplies.

8. CB Codes

<i>CB04 Credit Status:</i>	N - Noncredit
<i>CB08 Basic Skills Status:</i>	B - Basic Skills
<i>CB10 Course COOP Work Exp-ED:</i>	NCOOP = Not part of Coop Work Exp
<i>CB11 Course Classification Status:</i>	L = Non-enhanced Funding
<i>CB13 Special Class Status:</i>	N - Not a Special Class
<i>CB21 Prior Transfer Level:</i>	C - Three levels below transfer
<i>CB22 Noncredit Category:</i>	C - Elementary and Secondary Basic Skills
<i>CB23 Funding Agency Category:</i>	Y - Not Applicable
<i>CB24-Program Course Status:</i>	2 = Stand-alone