SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: English 043

COURSE TITLE: English Review Units: 3

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is designed for students who need review of and practice with writing unified paragraphs and purposeful basic compositions. In this course students develop knowledge of the writing process as well as knowledge of grammatical structures to compose clear and complete sentences, paragraphs, and short essays. Students also read texts as the basis for writing and develop critical thinking skills necessary for success in college courses.

REQUISITES:

Advisory:
Assessment Skill Level W3
or
ENGL 042 with a grade of "C" or better, or equivalent or Assessment Skill Level R4 This course is designed for native speakers of English. ESL students should enroll in ESOL 19, 20, 21, 22, 30, 31, 32, or 40 as recommended by the placement test for non-native English speakers

Limitation on Enrollment:

This course is not open to students with previous credit for ENGL 050

FIELD TRIP REQUIREMENTS: May be required

TRANSFER APPLICABILITY: Not applicable to the Associate Degree

TOTAL LECTURE HOURS: 48 - 54

TOTAL LAB HOURS: 

STUDENT LEARNING OBJECTIVES:

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

1. Read pre-college and basic college level texts for the purposes of writing and class discussion.
2. Practice and apply appropriate strategies from the writing process including pre-writing, composing, revising, and editing techniques.
3. Plan and write sentences, paragraphs, and basic compositions (for a total of 2,500-3,000 graded words) that are clear, unified, and purposeful on personal and non-personal or abstract topics.
4. Produce in-class paragraphs and basic compositions that demonstrate organizing, composing, revising and editing skills.
5. Practice and apply appropriate mechanical and grammatical structures in the production and editing of sentences, paragraphs, and basic compositions.
6. Apply critical thinking in reading, writing, and class discussion.
7. Employ study skills and habits necessary for further academic success.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Reading pre-college and basic college level texts for writing and class discussion
   A. Practice with the reading process
      1. pre-reading strategies such as skimming and scanning
      2. reading strategies such as monitoring for comprehension and guessing vocabulary in context
      3. post-reading strategies such as asking and answering questions about the reading and summarizing main ideas from the reading
   B. Introduction to and practice with using ideas from a reading as a basis for written response and class discussion
   C. Introduction to and practice with making connections between information in a reading and previous knowledge about the subject in writing and discussion

II. Application of appropriate strategies from the writing process
   A. Introduction to and practice with choosing pre-writing strategies appropriate to the assignment such as brainstorming, journal writing, discussing the topic, and free writing
   B. Introduction to and practice with composing strategies.
      1. staying on topic
      2. including relevant details
      3. checking for use of standard, written English (as opposed to non-standard or spoken English)
   C. Introduction to and practice with revision strategies.
      1. incorporate peer feedback
      2. incorporate instructor feedback
         a. Introduction to and practice with editing for grammatical and mechanical issues as well as spelling errors.

III. Writing sentences, paragraphs and basic compositions
   A. Introduction to and practice with writing complete sentences (e.g. subject, main verb and complete idea)
   B. Introduction to and practice with combining sentences to create a variety of sentence structures.
      1. coordinating conjunctions (e.g., and, but, or)
      2. conjunctive adverbs (e.g., however, therefore, in addition)
      3. subordinators (e.g., because, since, if)
   C. Introduction to and practice with writing unified paragraphs
      1. paragraph format
      2. topic sentences
      3. relevant supporting details
      4. transitional words, phrases, and sentences
      5. clear organizational sequences

IV. Production of in-class writings
   A. Introduction to and practice with generating ideas, planning, writing, and revising in class
   B. Introduction to and practice with effective editing strategies for in-class writings
   C. Application of appropriate mechanical and grammatical structures
   D. Introduction to and practice with the following:
      1. avoiding run-ons and fragments
      2. using coordination, subordination, and transitions
      3. subject-verb agreement
      4. verb tense consistency
      5. pronoun reference
      6. punctuation
V. Practicing critical thinking in reading, writing and class discussion
   A. Introduction to and practice with arguing believably in support of a particular point of view
   B. Development of ability to read and write about unfamiliar, non-personal and abstract ideas
   C. Introduction to and practice with reflecting on students' own writing process to create self-awareness as developing writers
   D. Development of critical analysis of students' own writing in terms of form and content
   E. Recognition of and response to focused feedback from instructor
   F. Employing study skills and habits
   G. Introduction to and practice with organizational strategies such as maintaining a class notebook, taking notes in class and preparing assignments on time
   H. Introduction to and practice with time management strategies for timed writings

B. Appropriate Assignments that Demonstrate Critical Thinking:
   Critical thinking assignments are required and may include, but are not limited to, the following:

   I. 1) Analyze one's own work for content organization, support and development
   II. 2) Formulate non-personal and abstract topics
   III. 3) Integrate previous knowledge and information in a reading
   IV. 4) Evaluate personal progress in reflective compositions (e.g., after an in-class writing, respond to questions such as "How much time did you spend studying for the in-class writing?" "What was easy or difficult for you during the in-class writing?")

C. Appropriate Outside Assignments:
   Outside assignments may include, but are not limited to, the following:

   I. 1) Preparing sentences, paragraphs and basic compositions assigned for homework
      1. 2) Revising and editing with attention to organization, development, clarity, and purpose as well as grammatical and mechanical accuracy
   II. 3) Preparing summaries, journal entries, notes and outlines
   III. 4) Reading texts and preparing for writing and discussion on related topics
   IV. 5) Working on assignments in computer labs, writing centers and/or tutorial centers
   V. 6) Preparing individual grammar journals based on focused feedback from instructors

D. Writing Assignments:
   Writing assignments are required and may include, but are not limited to, the following:

   I. 1) Writing, revising and editing sentences, paragraphs and basic compositions for a total of 2,500-3,000 graded words
      A. 2) Paragraphs and basic compositions in-class
   II. 3) Preparing answers to homework questions
   III. 4) Journal entries and/or responses to class readings and class discussion
   IV. 5) Class notes
   V. 6) Summaries of class readings

E. Reading Assignments:
   Reading assignments are required and may include but, are not limited to, the following:

   I. 1) Readings in the assigned textbook or in theme-based instructional packets or texts.
   II. 2) Readings in basic college-level texts
   III. 3) Articles from newspapers, magazines and periodicals
   IV. 4) Books of fiction and non-fiction
   V. 6) Internet readings

2. METHODS OF EVALUATION:

   A student's grade will be based on multiple measures of performance unless the course requires no grade.
Multiple measures may include, but are not limited to, the following:

I. A) In-class paragraphs and basic compositions evaluated for content, organization, grammar and mechanics Out-of-class sentences, paragraphs and basic compositions evaluated for effectiveness of revision of content and organization as well as editing for grammatical and mechanical issues Evaluation of written assignments such as answers to comprehension questions, summaries and notes Observation of participation in class showing leadership, teamwork, problem solving, analytical and negotiation skills in activities such as collaborative group work, class discussion and oral presentations Quizzes, tests

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

* Other (Specify)
* A) Lecture, discussion, and group work related to a topic or theme from course readings that are the basis for written assignments
* B) Lecture, discussion, and group work to present and practice principles of the writing process
* C) Lecture, discussion and group work to evaluate written student work for content, organization, and accuracy
* D) Group work or pair work for peer evaluation and editing practice
* E) Handouts and exercises created by the instructor which focus on the grammatical needs of the class with examples taken from student writing.
* F) Audio-visual aids such as films, videos, music, and interviews
* G) Computer-assisted instruction to provide practice with sentence structure, composing techniques, grammar and mechanics
* H) Tours of libraries, Learning Resource Centers, and computer labs

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS: