CREDIT COURSE OUTLINE

I. COVER PAGE

(1) ENGL 130   (2) Accelerated Writing   (3) 5

Number   Title   Units

(4) Lecture / Lab Hours:				(8) Classification:			
	Course Hours						
		Weekly Lec hours:	5.00			Degree applicable:	X
		Weekly Lab hours:				Non-degree applicable:	
		Total Contact hours:	90.00			Basic skills:	
	Lec will generate __ hour(s) outside work.			(9) RC	Fulfills AS/AA degree requirement: (area)		
	Lab will generate __ hour(s) outside work.						
					General education category:		
(5) Grading Basis:	Grading Scale Only				Major:		
	Pass/No Pass option	X			Certificate of:		
	Pass/No Pass only				Certificate in:		
(6) Advisories:							
	• Eligible for English 252.			(10) CSU		Baccalaureate:	
(7) Pre-requisites (requires C grade or better):				(11) Repeatable: (A course may be repeated three times)			0
	• None						
	Corequisites:			(12) C-ID:			
	• None			Proposed Start Date:			Fall 2012

(12) Catalog Description:
In this course, students will practice writing, revising, and proofreading essays. Students will learn to think critically and to logically develop and organize ideas. Students will use readings to enhance their writing skills and to learn how to integrate and document sources. This is an accelerated, course that prepares students for ENGL 1A. This class is not intended for students who have taken English 252 or English 125.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

     I. A. Write a source-based essay of at least 1,000 words that includes:
- an introduction, multiple body paragraphs, and conclusion
- an arguable thesis sentence
- supporting details that exhibit critical thinking and use secondary sources
- correct MLA format, including a works cited page
- sentences that exhibit a command of sentence structure with minimal grammatical errors
- use of third person
- awareness of writing to specific audience
- an avoidance of intentional and unintentional plagiarism

     II. B. Complete a timed essay independently in class

     III. C. Analyze different ideas and information found in readings and incorporate them into writing

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

     I. A. Write several revised essays, including at least one source based paper in which they will:
- Practice writing and synthesizing ideas into a multiple paragraph body essay, complete with topic sentences, supporting evidence, and background.
- Practice writing an arguable thesis statement.
- Synthesize ideas and information from multiple sources, including readings, personal observation, and reflection.
- Distinguish and use appropriate first and third person point of view.
- Practice writing for an academic audience, with a specific purpose, and an appropriate tone.
- Practice following MLA format
- Practice supporting each point with adequate and varied evidence.

• Practice using sources appropriately, while avoiding intentional and unintentional plagiarism.

II. B. Write an organized essay(s) with thesis and adequate support independently within a class period.

III. C. Read and analyze college level prose for the purpose of integrating sources in writing.

• Practice identifying and evaluating ideas and information for use in essays

• Practice differentiating between an author's intent and the students' personal reactions to readings.

IV. COURSE OUTLINE:

Lecture Content:

A. Using the writing process:

1. prewriting strategies

2. outlining

3. drafting

4. revising

5. editing

B. Writing a well-developed essay:

1. introduction

    a. arguable thesis statements

2. body paragraphs

    a. topic sentences

    b. supporting details

    c. transitions

3. concluding paragraphs

4. coherent and logical development

    a. focus

    b. organization

C. Thinking critically:

1. analyze ideas in readings

2. use supporting details to validate a thesis

D. Writing sentences:

1. crafting sentences

a.   sentence variety

b.   using parallelism

c.   eliminating wordiness

2. avoiding and correcting sentence errors

    a. fragments

    b. run-ons (comma splices and sentence fuses)

3. punctuation

E. Understanding purpose, audience, voice:

1. awareness of audience

2. academic language use

    3. third person point of view

F. Using MLA guidelines:

  1. avoid plagiarism

  2. set-up an essay

  3. cite direct quotations

  4. write a works cited page

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

    I. Sample Text Title:

        1. Recommended - Gladwell, M. *Outliers,* Litle Back Bay Books, 2011,
        2. Recommended - Colombo, G. Cullen, R. & Lisle, B. *Rereading America: Cultural Contexts for Critical Thinking and Writing,* Bedford/ St. Martin's, 2010,
        3. Recommended - Ehrenreich, Barbara *Nickel and Dimed,* Metropolitan Books, 2008,
        4. Recommended - Tannen, D. *You Just Don't Understand,* Harper Collins, 2007,
        5. Recommended - Nazario, S. *Enrique's Journey,* Random House, 2007,
        6. Recommended - Fishman, C. *The Wal-Mart Effect,* Penquin, 2006,
        7. Recommended - Ford, M. *The Changing World of Work: A Longman Topics Reader,* Longman, 2006,
        8. Recommended - Slater, L. *Opening Skinner's Box,* Norton & Norton, 2004,
        9. Recommended - Elliot, S. *A Life Without Consequences,* MacAdam/Cage, 2001,
      10. Recommended - Schlosser, E. *Fast Food Nation,* Harper Collins, 2001,
      11. Recommended - Fadiman, A. *The Spirit Catches You and You Fall Down,* Farraf, 1998,
      12. Recommended - Kotlowitz, A. *There Are No Children Here,* Anchor Books, 1992,

    II. Other Readings

  _X_ Global or international materials or concepts are appropriately included in this course
  _X_ Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Materials are drawn from multiple perspectives of the American and global experience.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing		
Check either 1 or 2 below		
X	*1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.*	
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.	
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:
1. Source –based essays, grammar exercises, reading journals

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:

C. Skill demonstrations, including:			
	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify): MLA format quizzes, grammar quizzes, and reading quizzes.
	c) matching items		

COURSE GRADE DETERMINATION:

Description/explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

75-85% Essays, 10-15% Exams/Quizzes, 5-10% Homework

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met YES	NO
Textbook		X
Reference materials	X	
Instructor-prepared materials	X	
Audio-visual materials	X	

Indicate Method of evaluation:
Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	X
Used grading provided by publisher	
Other: (please explain; relate to Skills Levels)	

	YES	NO
Computation Level (Eligible for MATH 101 level or higher where applicable)		X
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	X	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	X	
Requires independent thought and study	X	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	X	

List of Reading/Educational Materials

Recommended - Gladwell, M. *Outliers,* Little Back Bay Books, 2011,
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Comments:

	This course requires special or additional library materials (list attached).
X	This course requires special facilities: Computer lab

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 201. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

_____ Eligibility for Math 201 is advisory for the target course.

_____ Eligibility for English 126 is advisory for the target course.

_____ Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

REQUISITES

No requisites

JUSTIFICATION OF LIMITATION ON ENROLLMENT

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance based criteria. Be mindful of the disproportionate impact the limitation will have on specific groups of students. It is important to determine if the limitation will disproportionately keep under-represented students from enrolling in the course or block of courses.

Describe the reasons for limiting the enrollment.

Course Designator: ENGL 130

Course Title(s): Accelerated Writing

Rationale for Limiting Enrollment:
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