

**I. CATALOG INFORMATION**

- A. Discipline: ENGLISH
- B. Subject Code and Number: ENGL M02
- C. Course Title: Introduction to College Writing
- D. Credit Course units:  
 Units: 3  
 Lecture Hours per week: 3  
 Lab Hours per week : 0  
 Variable Units : No

- E. Student Learning Hours:  
 Lecture Hours:  
 Classroom hours: 52.5 - 52.5  
 Laboratory/Activity Hours:  
 Laboratory/Activity Hours 0 - 0

**Total Combined Hours** in a 17.5 week term: 52.5 - 52.5

- F. Non-Credit Course hours per week \_\_\_\_\_
- G. May be taken a total of:  1  2  3  4 time(s) for credit
- H. Is the course co-designated (same as) another course: No  Yes   
 If YES, designate course Subject Code & Number: \_\_\_\_\_

I. Course Description:

Introduces college-level writing, focusing on composing clear, organized paragraphs and short essays that demonstrate the development and support of coherent central ideas with relevant reasoning and examples. Offers instruction in the writing process (preparation, organization, development, revision, editing) as well as grammar, punctuation, and sentence structure.

J. Entrance Skills

\*Prerequisite: No  Yes  Course(s)  
 \_\_\_\_\_

\*Corequisite: No  Yes  Course(s)  
 \_\_\_\_\_

Limitation on Enrollment: No  Yes   
 \_\_\_\_\_

Recommended Preparation: No  Yes  Course(s)  
 \_\_\_\_\_

Other: No  Yes   
 \_\_\_\_\_

## K. Other Catalog Information:

This class prepares students for transfer level English courses.

## II. COURSE OBJECTIVES

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

		<b>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</b>
1	demonstrate the ability to comprehend and analyze college-level readings through discussion and writings, such as summary and paraphrase.	Written and oral responses to assigned readings
2	use writing as a medium of academic and professional communication and self-expression.	Assigned journal entries In-class and take-home essays
3	create sentences that contain structural variety and that use language appropriate to audience and purpose.	Assigned exercises Journal entries In-class and take-home essays
4	compose paragraphs that are focused, unified, coherent, adequately developed, detailed, and engaging.	Assigned exercises Journal entries In-class and take-home essays
5	apply the writing process (prewriting, drafting, revising, etc.) to composing essays.	Prewriting Drafts Revisions Peer editing worksheets Writing Center reports
6	construct a short, organized essay that develops a controlling idea.	Assigned journal entries In-class and take-home essays
7	employ strategies for completing in-class writings, including essay examinations.	Assigned journal entries In-class essays
8	observe the conventions of standard written English, with relative freedom from such errors as fragments, run-ons, and comma splices; faulty verb agreement; improper pronoun reference; and basic mechanical problems (spelling, punctuation, capitalization).	Assigned exercises Journal entries In-class and take-home essays

9	translate written reports into oral presentations and group projects.	Class presentations
10	review and report on campus and community services (service learning, researching campus services, internships, etc.) as related to writing and/or group projects.	Written and oral reports on field observations Projects

### III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
<b>Lecture</b> (must total 100%)		
10.00%	Reading and analysis of college-level texts Reading strategies (previewing, annotation, etc.)	1
60.00%	Writing: --writing informal journal entries --summaries and paraphrases --paragraphs --reports, and multi-paragraph essays (both in class and as homework) Includes instruction in the writing process (prewriting, drafting, revising) Introduction to the ethical use of sources	2, 3, 4, 5, 6, 7, 8
5.00%	Integration of skills: --oral reports --project demonstrations --visits to campus services, etc.	9, 10
25.00%	Conventions of standard written English: --grammar --sentence structure --mechanics (punctuation, spelling, capitalization, etc.) --word choice --may include using The Moorpark College Writing Center	2, 3, 4, 8, 9

### IV. TYPICAL ASSIGNMENTS

#### A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	journal assignments responding to readings and class discussions which demonstrate the ability to comprehend and analyze college-level readings.
2	paragraphs of varying styles and lengths which observe the conventions of standard written English, with relative freedom from such errors as fragments, run-ons, and comma splices; faulty verb agreement; improper pronoun reference; and basic mechanical problems (spelling, punctuation, capitalization).
3	prewriting such as brainstorming, freewrites, outlines, etc.
	essays on assigned topics, employing a variety of rhetorical modes and featuring

4	paragraphs that are focused, unified, coherent, adequately developed, detailed, and engaging.
5	peer critiques of classmates' writings.
6	multiple revisions of essays for controlling idea, development, organization, and standard written English.
7	reports on campus and community services.

**B. Appropriate outside assignments**

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	individual and cooperative group planning for project presentations and oral reports on course readings or campus and community services (service learning, researching campus services, internships, etc.).
2	attendance at theater, music, art, etc. performances/showings directly related to a course assignment.
3	field research (such as visiting and reporting on campus services--library, counseling, Career/Transfer Center, Writing Center, and service learning opportunities).

**C. Critical thinking assignments**

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	analysis of assigned readings from college-level text and other sources such as periodical articles, advertisements, and documentaries.
2	exercises on grammar, sentence structure, and punctuation.
3	in-class discussions and analysis of readings.
4	exercises in the ethical use of sources in summary and paraphrase.
5	peer critiques of classmates' writings.

**V. METHODS OF INSTRUCTION**

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

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

- Lecture/Discussion
- Laboratory/Activity
- Other (Specify)  
Group projects, audio-visual, computer-assisted instruction, guest speakers
- Optional Field Trips
- Required Field Trips

**VI. METHODS OF EVALUATION**

Methods of evaluation may include, but are not limited to:

- Essay Exam
- Classroom Discussion
- Skill Demonstration
- Problem Solving Exam
- Reports/Papers/Journals
- Participation
- Objective Exams
- Projects
- Other (specify)

Self-evaluation in peer groups

**VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS**

Kirszner, Laurie G. and Stephen R. Mandell. Focus on Writing: Paragraphs and Essays. 4th ed. Bedford/St. Martin's, 2016.

Hacker, Diana, and Nancy Sommers. A Writer's Reference. 8th ed. Bedford, 2016.

Anker, Susan, and Miriam Moore. Real Skills with Readings: Sentences and Paragraphs for College, Work, and Everyday Life. 4th ed. Bedford/St. Martin's, 2016.

Flachmann, Kim. Mosaics: Reading and Writing Essays. 7th ed. Pearson, 2017.

Moorpark College Student Essay Anthology (annual online publication <http://sunny.moorparkcollege.edu/~review/>).

**VIII. STUDENT MATERIALS FEES**

- No
- Yes

**IX. PARALLEL COURSES**

<i>College</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Units</i>
Oxnard College	ENGL R096	Intermediate Composition	4
Santa Monica College	ESL 21A	English Fundamentals 1	3
Ventura College	ENGL V02	Fundamentals of English Composition	5
College of the Canyons	ENGL 91	Intro to College Reading and Writing	3
LA Pierce College	ENGL 28	Intermediate Reading and Composition	3

**X. MINIMUM QUALIFICATIONS**

**Courses Requiring a Masters Degree:**

Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent.

**XI. ARTICULATION INFORMATION**

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
- Letter grade (P/NP possible at student option)

2. Degree status:

Either  Associate Degree Applicable; or  Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes:  No:  If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes:  No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes:  No:  If YES, which area(s)?

- |    |                          |    |                          |    |                          |    |                          |    |                          |     |                          |    |                          |
|----|--------------------------|----|--------------------------|----|--------------------------|----|--------------------------|----|--------------------------|-----|--------------------------|----|--------------------------|
| A1 | <input type="checkbox"/> | A2 | <input type="checkbox"/> | A3 | <input type="checkbox"/> | B1 | <input type="checkbox"/> | B2 | <input type="checkbox"/> | B3  | <input type="checkbox"/> | B4 | <input type="checkbox"/> |
| C1 | <input type="checkbox"/> | C2 | <input type="checkbox"/> | D1 | <input type="checkbox"/> | D2 | <input type="checkbox"/> | D3 | <input type="checkbox"/> | D4  | <input type="checkbox"/> | D5 | <input type="checkbox"/> |
|    | <input type="checkbox"/> | D6 | <input type="checkbox"/> | D7 | <input type="checkbox"/> | D8 | <input type="checkbox"/> | D9 | <input type="checkbox"/> | D10 | <input type="checkbox"/> | E  | <input type="checkbox"/> |

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes:  No:
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes:  No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

**XII. REVIEW OF LIBRARY RESOURCES**

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research, in preparation for discussions, presentations, or short argument essays on current controversial topics, using the Library's print and online resources.

- B. Are the currently held library resources sufficient to support the course assignment?

YES:  NO:

If NO, please list additional library resources needed to support this course.

**XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION**

ENGL M02: Not Applicable

**XIV. WORKPLACE PREPARATION**

ENGL M02: Not Applicable

**XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM**

1. Mode of Delivery

- Online (course will be delivered 100% online)
- Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
  - Lab activities will be conducted onsite
- Televideo (Examinations and an orientation will be held onsite)
- Teleconference
- Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Online instructors will provide learning modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums. Instructors may also meet with students for study sessions

and online office hours using an online communication tool. Instructors will provide students with feedback on the content and quality of essay assignments and discussion posts. Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail; use the "announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.

4. Describe how instructors teaching this course will involve students in active learning.

Instructors may involve students in active learning with the following activities: students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online essay feedback system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The following represent the methods by which content may be provided for learning: instructional videos; textbook and professional journals; links to online resources that may include videos, quizzes, essay assignments, text explanations and extensions, and primary documents, and homework assignments.

6. Describe how instructors teaching this course will evaluate student performance.

Students may be required to do the following assignments: complete essay assignments focused on application of course content; complete regular online quizzes; complete written assignments related to key course concepts; participate in online discussion forums

#### **XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM**

ENGL M02: Not Applicable

#### **XVII. STUDENT MATERIALS FEE ADDENDUM**

ENGL M02: Not Applicable

#### **XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041**

ENGL M02: Not Applicable

#### **XIX. CURRICULUM APPROVAL**

Course Information:

Discipline: ENGLISH

Discipline Code and Number: ENGL M02

Course Revision Category: Technical Course Revision

Course Proposed By:

Originating Faculty Diane Scrofano 10/07/2016

Faculty Peer: Wade Bradford 10/24/2016

Curriculum Rep: Wade Bradford 10/25/2016

Department Chair: Sydney Sims 11/10/2016

Division Dean: Jane Morgan 10/11/2016

Approved By:

Curriculum Chair: Jerry Mansfield 12/14/2016

Executive Vice President: \_\_\_\_\_

Articulation Officer: Letrisha Mai 11/16/2016

Librarian: Mary LaBarge 11/15/2016

Implementation Term and Year: Fall 2017

Approval Dates:

Approved by Moorpark College Curriculum Committee: 12/06/2016

Approved by Board of Trustees (if applicable): \_\_\_\_\_

Approved by State (if applicable): 01/23/2017