

LS M02: BASIC WRITING SKILLS

Originator

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College

Moorpark College

Discipline (CB01A)

LS - Learning Skills

Course Number (CB01B)

M02

Course Title (CB02)

Basic Writing Skills

Banner/Short Title

Basic Writing Skills

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Introduces basic English writing skills, including grammar, usage, and correct sentence structure. Emphasizes composing clear, well-organized paragraphs and short essays.

Additional Catalog Notes

Provides instruction designed to meet the educational needs of students with or without disabilities.

Taxonomy of Programs (TOP) Code (CB03)

4930.32 - Learning Skills, Learning Disabled

Course Credit Status (CB04)

C (Credit - Not Degree Applicable)

Course Transfer Status (CB05) (select one only)

C (Not transferable)

Course Basic Skills Status (CB08)

B - The Course is a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

S - The Course is an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | write a coherent paragraph with a topic sentence, major details, minor details, transition words, and a closing sentence. |
| 2 | engage in genuine collaboration with their classmates that fosters exploratory learning and values making mistakes as an opportunity for growth. |
| 3 | demonstrate an understanding of the value cultural diversity has in our society by exploring and analyzing their own bias, through their writing. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | embrace making mistakes in the writing process as an opportunity for growth. |
| 2 | incorporate critical reflection into formal writing activities. |
| 3 | apply various learning strategies in understanding the course material. |
| 4 | utilize prewriting strategies to formulate ideas and thoughts, in developing topics, sub-topics, and topic sentences. |
| 5 | apply the four basic principles to writing effectively. |

Course Content

Lecture/Course Content

1. (20%) Informal Reflective Writing
 - Deliberate Thoughtful Cognition in Developing a Topic
2. (25%) Techniques and Strategies
 - Prewriting
 - Notetaking

- Reading
 - Writing
 - Memory
 - Editing
3. (25%) The Four Principals and the Writing Process
- Developing the Topic and Topic Sentence - Making the Point
 - Developing Major Details and Minor Details - Supporting the Point
 - Developing Transition Words and Closing Sentence - Connecting the Evidence
 - Revising and Editing
4. (5%) Researching Peer-Reviewed Articles
- Utilizing Electronic Library Resources
5. (20%) Formal Writing
- Formulating Summary and Response to Peer-Reviewed Articles Using Paragraphs
 - Essay Writing Developing a Thesis
6. (5%) Utilizing Campus Resources
- Writing Center
 - Library

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Problem solving exercises
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Journals
Objective exams
Oral analysis/critiques
Oral presentations
Quizzes
Skills demonstrations
Classroom Discussion
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Class activities
Class discussions
Collaborative group work
Demonstrations
Distance Education
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1) Lecture, multi-modality, multi-sensory. Music will be used to introduce the components of a paragraph. Each song presented will represent the function of one particular component of the paragraph. Working collaboratively students will construct a paragraph through a hands-on class activity using construction paper and highlighters. Each colored highlighter will represent a distinct

component of the paragraph. Circulating students around the classroom will observe each other's work to assess and score the paragraph according to the rubric. The instructor will facilitate the interpretation of the results.

2) The instructor will facilitate class participation in discussion drawing from personal experience and case studies regarding how the brain learns. The instructor will demonstrate how information that exists in isolation is difficult to retrieve but information with added context, within a concept, and tied to emotion will increase comprehension.

Representative Course Assignments

Writing Assignments

1. Write a self-evaluation of class performance; include a mini-thesis with at least three points that support the student's position.
2. Critically reflect on your history as a writer. Cite two occurrences that have impacted your development as a writer focusing on the educational impact of each occurrence.

Critical Thinking Assignments

1. Write a letter to incoming students discussing the strategies to be successful in the first semester and beyond.
2. Critically reflect on a topic using deliberate thoughtful cognition.

Reading Assignments

1. Apply the SQ3R reading strategy to each chapter of the *English Skills* textbook.
2. Perform a cost-benefit analysis to the essay *How to Mark up a Text Book*.

Skills Demonstrations

Conduct research using peer-reviewed articles about any topic of high interest. Select one article to formulate a summary and response paragraph. Upon completion of the two paragraphs, deconstruct each paragraph by:

- highlight the topic sentence for each paragraph in yellow.
- highlight the major details in pink.
- highlight the minor details in green.
- highlight the closing sentence in red.
- circle all the transition words.

Other assignments (if applicable)

1) Reflecting on Angela Duckworth Ted Talk; we learned about GRIT. From the film clip it seems the one determinant that separates those who obtain their goals and those who do not, is/was GRIT. And we can characterize GRIT as persistence, not giving up, but most importantly, not being afraid to fail. So my question to you is; did you take risks, make mistakes, and try new ways of writing? Did you demonstrate GRIT? Prove it :-)

Outside Assignments

Representative Outside Assignments

- 1) Weekly, students engage in the reflection process by performing deliberate thoughtful cognition about a topic of their choice and writing one page, typed, double spaced, 10-12 pt. font.
- 2) Students complete three Summary and Response Articles. Students research peer reviewed articles and provide one paragraph summary and one paragraph response about the article. Students use paragraph rubric as template for developing and constructing paragraphs.
- 3) Students complete various activities in the English Skills textbook along with handouts that assist with grammar.

Articulation

Comparable Courses within the VCCCD

LS R018A - Improving Written Language Skills I
LS V25 - Improving Grammar and Writing Skills

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Langan, John, and Zoe Albright. *English Skills with Readings*. 10th ed., McGraw-Hill, 2020.

Resource Type

Textbook

Description

Hoeffner, Lisa, and Kent Hoeffner. *Common Places: Integrated Reading and Writing*. 2nd ed., McGraw-Hill, 2019.

Resource Type

Textbook

Description

Kirszner, Laurie, and Stephen Mandell. *Focus on Writing: Paragraphs and Essays*. 5th ed., Bedford/St. Martin's, 2020.

Resource Type

Textbook

Description

Rothman, David, and Jilani Warsi. *Read Think Write; True Integration through Academic Content*. Pearson, 2018.

Library Resources

Assignments requiring library resources

Research, using the Library's online resources, to find peer-reviewed articles.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Students will write a one paragraph summary and one paragraph response to a peer -reviewed article of their choice found in a database such as Gale Academic OneFile.

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (1%–50% online)
- Hybrid (51%–99% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board) E-mail Face to Face (by student request; cannot be required)	Post student writing in an online workshop. Students critique the writing. Individual interaction between student and instructor. Select one article to formulate a summary and response paragraph. Upon completion of the two paragraphs, deconstruct each paragraph by: highlight the topic sentence for each paragraph in yellow. highlight the major details in pink. highlight the minor details in green. highlight the closing sentence in red. circle all the transition words.
Other DE (e.g., recorded lectures)	Students will write a one paragraph summary and one paragraph response to a peer -reviewed article of their choice found in a database such as eLibrary.
Synchronous Dialog (e.g., online chat)	Critically reflect on your history as a writer. Cite two occurrences that have impacted your development as a writer focusing on the educational impact of each occurrence.
Video Conferencing	Zoom conferencing with faculty member, for office hours and assistance on course materials

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board) E-mail Face to Face (by student request; cannot be required)	Post student writing in an online workshop. Students critique the writing. Individual interaction between student and instructor. Select one article to formulate a summary and response paragraph. Upon completion of the two paragraphs, deconstruct each paragraph by: highlight the topic sentence for each paragraph in yellow. highlight the major details in pink. highlight the minor details in green. highlight the closing sentence in red. circle all the transition words.
Other DE (e.g., recorded lectures)	Students will write a one paragraph summary and one paragraph response to a peer -reviewed article of their choice found in a database such as eLibrary.
Synchronous Dialog (e.g., online chat)	Critically reflect on your history as a writer. Cite two occurrences that have impacted your development as a writer focusing on the educational impact of each occurrence.
Video Conferencing	Zoom conferencing with faculty member, for office hours and assistance on course materials

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board) E-mail Asynchronous Dialog (e.g., discussion board)	Post student writing in an online workshop. Students critique the writing. Individual interaction between student and instructor. Students will write a one paragraph summary and one paragraph response to a peer -reviewed article of their choice found in a database such as eLibrary.
Other DE (e.g., recorded lectures)	Reflections on various online videos.
Video Conferencing	Zoom conferring with faculty member, for office hours and assistance on course materials

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

LEARNING ASSISTANCE INSTRUCTOR

Additional Minimum Qualifications

Minimum Qualifications

Learning Disabilities: Disabled Student Programs and Services (per 5 CCR 53414(d)(1)(2))

Review and Approval Dates

Department Chair

04/25/2022

Dean

04/26/2022

Technical Review

04/28/2022

Curriculum Committee

5/3/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000432945

DOE/accreditation approval date

MM/DD/YYYY