

ENGL M02: INTRODUCTION TO COLLEGE WRITING

Originator

Imai

College

Moorpark College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

M02

Course Title (CB02)

Introduction to College Writing

Banner/Short Title

Intro to College Writing

Credit Type

Credit

Start Term

Summer 2021

Catalog 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. This class prepares students for transfer level English courses.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

C (Not transferable)

Course Basic Skills Status (CB08)

N - The Course is Not 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)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

A - One level below transfer

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 | use writing as a medium of college-level communication and self-expression. |
| 2 | create sentences that contain structural variety and that use language appropriate to audience and purpose. |
| 3 | compose coherent paragraphs, including topic sentence and supporting ideas and evidence. |
| 4 | apply the writing process (brainstorming, drafting, revision, etc.) to composing essays. |
| 5 | construct a short, organized essay that develops a controlling idea. |
| 6 | employ strategies for completing in-class writings, including essay examinations. |
| 7 | produce professional writing such as business letters and resumes. |
| 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). |
| 9 | demonstrate the ability to comprehend college-level readings and express the main ideas through discussion and writings, such as summary and paraphrase. |
| 10 | translate written reports into oral presentations and group projects. |
| 11 | conduct appropriate field projects (service learning, researching campus services, internships, etc.) as related to writing and/or group projects. |
| 12 | write a short essay that is thesis-driven and logically organized. |
| 13 | write coherent paragraphs supported by specific detail. |
| 14 | write clear, structurally varied sentences that conform to Standard Written English (SWE). |
| 15 | comprehend, paraphrase, and summarize a variety of college-level readings. |

Course Objectives

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

- | | |
|---|---|
| 1 | demonstrate the ability to comprehend and analyze college-level readings through discussion and writings, such as summary and paraphrase. |
|---|---|

- 2 use writing as a medium of academic and professional communication and self-expression.
- 3 create sentences that contain structural variety and that use language appropriate to audience and purpose.
- 4 compose paragraphs that are focused, unified, coherent, adequately developed, detailed, and engaging.
- 5 apply the writing process (prewriting, drafting, revising, etc.) to composing essays.
- 6 construct a short, organized essay that develops a controlling idea.
- 7 employ strategies for completing in-class writings, including essay examinations.
- 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).
- 9 translate written reports into oral presentations and group projects.
- 10 review and report on campus and community services (service learning, researching campus services, internships, etc.) as related to writing and/or group projects.

Course Content

Lecture/Course Content

10.00% Reading and analysis of college-level texts
Reading strategies (previewing, annotation, etc.)

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

5.00% Integration of skills:

- oral reports
- project demonstrations
- visits to campus services, etc.

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

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

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):

- Classroom Discussion
- Essay exams
- Objective exams
- Other (specify)
- Projects
- Participation
- Reports/Papers/Journals
- Skills demonstrations

Other

Self-evaluation in peer groups

Instructional Methodology

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

Lecture
Other (specify)

Specify other method of instruction

Group projects, audio-visual, computer-assisted instruction, guest speakers

Representative Course Assignments

Writing Assignments

reports on campus and community services.

multiple revisions of essays for controlling idea, development, organization, and standard written English.

peer critiques of classmates' writings.

essays on assigned topics, employing a variety of rhetorical modes and featuring paragraphs that are focused, unified, coherent, adequately developed, detailed, and engaging.

prewriting such as brainstorm, freewrites, outlines, etc.

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).

journal assignments responding to readings and class discussions which demonstrate the ability to comprehend and analyze college-level readings.

Critical Thinking Assignments

in-class discussions and analysis of readings.

exercises on grammar, sentence structure, and punctuation.

analysis of assigned readings from college-level text and other sources such as periodical articles, advertisements, and documentaries.

peer critiques of classmates' writings.

exercises in the ethical use of sources in summary and paraphrase.

Outside Assignments

Representative Outside Assignments

attendance at theater, music, art, etc. performances/showings directly related to a course assignment.

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.).

field research (such as visiting and reporting on campus services—library, counseling, Career/Transfer Center, Writing Center, and service learning opportunities).

Articulation

Comparable Courses within the VCCCD

ENGL R100 - Intermediate Composition: ESL Emphasis

ENGL V02 - Fundamentals of English Composition

ENGL R097 - Intermediate Composition

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Kirszner, Laurie G. and Stephen R. Mandell (2016). *Focus on Writing: Paragraphs and Essays* (4th). Bedford/St. Martin's. 978-1-319-03

Resource Type

Textbook

Description

Flachmann, Kim (2017). *Mosaics: Reading and Writing Essays* (7th). Pearson. 978-013402167

Resource Type

Textbook

Description

Anker, Susan, and Miriam Moore (2016). *Real Skills with Readings: Sentences and Paragraphs for College, Work, and Everyday Life* (4th). Bedford/St. Martin's. 9781457698187

Resource Type

Textbook

Description

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

Resource Type

Other Resource Type

Description

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

Library Resources**Assignments requiring library resources**

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

Sufficient Library Resources exist

Yes

Primary Minimum Qualification

ENGLISH

Review and Approval Dates**Department Chair**

MM/DD/YYYY

Dean

MM/DD/YYYY

Technical Review

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000435092

DOE/accreditation approval date

MM/DD/YYYY

