Course Control Number: CCC000413018		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face		
Correspondence Ed.	5/23/19	6/11/19
Distance Ed.		

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Brian Thiebaux
CB01 - Subject and Course #:   ENG 095
CB02 - Course Title: Writing Improvement I

New Course: ☐	Non-Substantial: ☒	Substantial: ☐

Articulation Request:	☐ UC	☐ CSU	☐ CSU-GE	☐ IGETC

Lecture Hours: 54	Laboratory Hours:	Clinical/Field Hours:

CB06/CB07: Course Units: 3.0
Prerequisites:
Co-requisites:
Advisories: For students needing development study in writing prior to taking college-level English

CB03 - TOP Code:	1501.00 - English
CB04 - Credit Status:	C - Credit - Not Degree Applicable
CB05 - Transfer Status:	C - Not Transferable
CB08 - Basic Skills Status:	B - Course is a basic skills course
CB09 - SAM Priority Code:	E - Non-Occupational
CB10 - Cooperative Work:	N - Is not part of Cooperative Work Experience Education Program
CB11 - Course Classification:	Y - Credit Course
CB13 - Approved Special:	N - Course is not a special class
CB21 - Prior Transfer Level:	C - Three levels below transfer
CB22 - Noncredit Category:	Y - Credit Course
CB23 - Funding Agency:	Y - Not Applicable
CB24- Program Status:	2 - Not Program Applicable
Transfer Request:	C= Non-Transferable

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

☐ Face-to-Face – Section B
☒ Correspondence Education – Section C
☐ Distance Education – Section D

JUSTIFICATION OF NEED:

For students needing development study in writing prior to taking college-level English

CATALOG DESCRIPTION:

English 095 designed for students needing practice in writing. The course covers: 1) grammar and punctuation essential to effective writing; 2) vocabulary development; and 3) writing practice, particularly in writing paragraphs and short essays. Grammar skills will be developed in the context of writing and critical analysis of texts. There is a minimum writing requirement of 2500 words for the course, composed of both in-class and out-of-class writing. Credit for this course shall not be used to satisfy English requirements for graduation from Palo Verde College. Grade is Pass/No Pass.

COURSE OBJECTIVES:

Grammar and punctuation essential to effective writing
1. Demonstrate control of grammar, diction, and paragraph and sentence structure.
2. Demonstrate, through practice, an understanding of Standard English usage.
3. Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Vocabulary development
1. Apply knowledge of word roots and affixes.
2. Demonstrate mastery of 250 new college-level words.

Writing practice, particularly in essays
1. Demonstrate an understanding of narrative, expository, persuasive, or descriptive writing assignments.
2. Structure ideas and arguments in a sustained, and persuasive, way and support them with precise and relevant examples.
3. Use language in natural, fresh, and vivid ways to establish a specific tone.

Reading development and critical thinking
1. Analyze writing selections as their effectiveness in conveying ideas to the reader.

STUDENT LEARNING OUTCOMES:

1. Demonstrate independent practice of the writing process, including planning, drafting, revising, and editing.
2. Formulate, compose, and maintain the structure of a paragraph, including a topic sentence, supporting details, transitions, and a conclusion.
3. Formulate and compose a short essay (three to five paragraphs), including a thesis statement, supporting paragraphs, unity, and a conclusion
4. Use correct Standard English grammar, including spelling, capitalization, punctuation, sentence structure, word choice, and mechanics.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

The following topics will be included in the framework of the course but are not intended as limits on content. The development of basic concepts and principles, order of presentation, and relative emphasis will vary with each instructor:

1. Aspects of grammar and punctuation essential to effective writing
2. Vocabulary development
3. Writing practice, particularly in writing paragraphs and the formulation of topic sentences and supporting sentences
4. Reading selections, particularly in recognizing and restating topics, and theses

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

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

1. Models of effective sentences and paragraphs
2. Level-appropriate essays representing rhetorical modes
3. Selections of readings from across the curriculum of the arts and sciences, as well as business and professional technologies programs
4. Newspaper, magazine, and journal articles
5. Professional websites and databases

4. Examples of writing assignments:

All writing assignments in ENG 095 are intended to develop the student's ability to effectively practice the fundamentals of basic writing. Writing assignments are required and may include, but are not limited to, the following:

1. Journal writing
2. Paragraph and short essay writing, emphasizing attention to Standard Written English, pre-writing, composing, revising and editing
3. Portfolio projects, emphasizing meaningful self-expression and active reflection

5. Appropriate assignments to be completed outside of class:

6. Appropriate assignments that demonstrate critical thinking:

Written assignments in which students describe a particular problem or issue, such as a contemporary topic in international politics, to present arguments for and against, and to draw rational conclusions.

7. Other assignments (if applicable):

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☒ Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education
Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

2. Describe the methods of evaluating of student performance.

3. Describe how the confidentiality of the student's work and grades will be maintained.

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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☐ Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education
is a mode of delivery in which instructional materials are delivered by mail,
courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.
Hybrid correspondence education
 is the combination of correspondence and face-to-face interaction
between instructor and student.

1. Describe the methods of instruction.

Methods of instruction may include, but not limited to, lecture notes provided by instructor; assignment packets due within a period of at least one week; assigned readings; assigned writing prompts; print, video, audio, or online lectures. Assignments will be provided to students with full explanation in the form of textbook readings, background readings, instructor directions, or all three.

2. Describe the methods of evaluating student performance.

Methods of evaluation may include quizzes, exams, writing assignments and portfolio projects.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

At the discretion of the instructor, the procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Students should have access to a computer with a word processing program. Internet access is desirable but not required.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.
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☒ Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education
is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)
is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction
is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

2. **Describe the methods of evaluating of student performance**.

3. **Describe how regular, effective contact between the instructor and a student is maintained.**

4. **Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.**

5. **Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.**

6. **Describe how the confidentiality of the student's work and grades will be maintained.**

7. **If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.**

8. **If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.**

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:
List author, title, and current publication date of all representative materials.

Kirszner, Laurie G., Focus on Writing: Paragraphs and Essays, 4th edition, 2017

SIGNATURES

COURSE INITIATOR: _____   DATE: _____

DIVISION CHAIR: _____   DATE: _____

LIBRARY: _____   DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____   DATE: _____

SUPERINTENDENT/PRESIDENT: _____   DATE: _____