DISCIPLINE English
COURSE TITLE Foundations of College Writing I
CR.HR 4 LECT HR 4 LAB HR CLIN/INTERN HR CLOCK HR

CATALOG DESCRIPTION
Students will practice writing clear paragraph and multi-paragraph documents that utilize the conventions of written standard English and develop critical thinking skills by writing about reading. The course culminates in a required satisfactory-unsatisfactory exit portfolio.

PREREQUISITES
Appropriate placement score.

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. Employ the writing process (including pre-writing, planning, drafting, and revision) to produce focused, supported, and grammatical paragraphs.
2. Demonstrate awareness of and responsibility for own learning and writing process, and develop strategies for improvement.
3. Compose sound paragraphs that include focused topic sentences, descriptive details, facts, and examples that develop the main idea, effective patterns of organization, and transitional devices.
5. Read and explain a variety of expository texts and connect what is read to personal experience in unified and coherent paragraphs.
6. Write a unified multi-paragraph document that discusses and connects readings.
7. Demonstrate an understanding of sentence fundamentals.
8. Identify and apply the conventions of standard written English in one's own written work.
9. Demonstrate mastery of course outcomes and preparedness for English 90 by successful completion of required campus or district multi-reader portfolio assessment.

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Pre and post writing and grammar assessment (1,7)
2. Writing assignments, including main idea and support paragraph assignments, one of which must be a unified, multi-paragraph document that discusses and comments on readings (1-9)
3. Class discussion of readings (4,5,6)
4. Peer Response/Critique (1)
5. In-class writing (1-8)
6. Student-teacher conferencing (1-8)
7. *Writing lab activities (1-8)
8. * Editing quizzes and exams (7,8)
9. Multiple reader pass-fail portfolio assessment as required and normed by campus or district English department to determine demonstration of course outcomes and readiness for subsequent English class (1-9)

*Optional
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Writing process
   A. Prewriting
   B. Drafting
   C. Revising
   D. Editing
   E. Presentation format

II. Writing situations: purpose and audience

III. Paragraph development
   A. Topic sentence
   B. Supporting sentences

IV. Responding to reading
   A. Summarizing
   B. Paraphrasing
   C. Connecting to own experience
   D. Connecting multiple readings

V. Portfolio preparation
   A. Self-Assessment
   B. Revision
   C. Multi-paragraph main idea and support writing

VI. Sentence fundamentals

VII. Common grammar and usage errors
   A. *SVO word order
   B. *Parts of speech
   C. *Subject/verb agreement
   D. *Fragment, comma-splice, and run-on errors
   E. *Verb tense
   F. *Editing common grammar and usage errors

VIII. Common patterns of punctuation
   A. Independent clauses
   B. Dependent clauses
   C. Acknowledging others’ ideas