COURSE INFORMATION FORM

DISCIPLINE: English
COURSE TITLE: Foundations of College Writing II

CR.HR: 4 LECT HR: 4 LAB HR: _______ CLIN/INTERN HR: _______ CLOCK HR: _______

CATALOG DESCRIPTION

Students will practice writing thesis-support 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

English 80 or 28 or 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) in developing unified, coherent, thesis-support essays.
2. Demonstrate responsibility for own learning and writing processes, and employ strategies for improvement.
3. Compose essays that include focused thesis statements, well-developed support, effective patterns of organization, and transitional devices.
4. Compose an accurate summary and paraphrase within a longer piece of writing.
5. Demonstrate ability to make inferences and connect reading to personal experience and the world beyond the classroom in unified, coherent thesis-support essays.
6. Demonstrate college-ready analytical skills in thesis-support essays, at least one of which must synthesize multiple non-fiction readings.
7. Utilize basic research skills to locate, gather, evaluate, and organize information in a thesis-support essay.
8. Utilize English language structure, grammar, and vocabulary effectively to communicate clearly.
9. Critique one's own writing and the writing of others.
10. Demonstrate mastery of course outcomes and preparedness for English 101 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.

Revised 3/14/11
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 (1,8)
2. Thesis-Support essay assignments that synthesize multiple non-fiction readings (1-10)
3. Class discussion of readings (4,5,6)
4. Peer Response/Critique (1,9)
5. In-class writing (1-9)
6. Student-teacher conferencing (1-10)
7. *Writing lab activities (1-9)
8. * Editing quizzes and exams (6)
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 (1-10)

*Optional
COURSE OUTLINE FORM

CATALOG NO.  English 90

DISCIPLINE  English

COURSE TITLE: Foundations of College Writing II

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. Essay development
   A. Thesis statements
   B. Supporting details
   C. Unity
   D. Coherence

IV. Writing about reading
   A. Summary
   B. Analysis of college-level readings (e.g. what might be assigned early in English 101).
   C. Making connections between readings
   D. Quoting and paraphrasing

V. Basic research
   A. Internet, and/or library, including databases
   B. Attribution (not full MLA)

VI. Common grammar and usage errors

VII. Portfolio preparation
   A. Self-Assessment
   B. Revision
   C. Thesis-support essays