Division Course Syllabus

Division  Humanities  Course Prefix and Number  ENGL 0103

Course Title  Basic English

Semester and Year Submitted  Fall 2015

Prepared by  Antoinette Castillo, Dianne Krob, Lori R. Morrow

Hours Per Week  Class  3

Course Description (as it appears in the Catalog)

This course provides an intense review of the basic elements of Standard English usage to enable students to improve grammar, language, and punctuation skills while employing critical thinking strategies and the writing process to respond to a variety of writing situations. The course focuses on sentence and basic paragraph structure and development with attention to the basic mechanical and structural elements of the writing process.

Prerequisites  NONE

Text(s): Title  Basic English: Custom Edition for Rose State College

  Author: Taken From: Markus, Selby & Bledsoe, Gaetz & Phadke, and Kelly & Lawton

  Publisher: Pearson

  Copyright Date: 2015

  ISBN#: 1-269-95876-3

  Reading Level: 9

Supplemental Materials: (other books, audio visual aids, etc.)
Outline for Remainder of Syllabus:

Rationale:
Since Rose State is an open admission higher learning institution, students who begin college work here may need to refresh writing skills that have not been used for many years, or students may need to develop writing skills for the first time that are of the quality needed for college-level academic writing. Basic Communications is the first in a series of two courses that will provide students with the composition skills needed to help ensure their success in credited college courses. This course focuses on preparing students who need to develop skills in writing sentences and basic paragraphs.

Expected Outcomes (Course Objectives):
1. The student will demonstrate knowledge of the steps to writing complete sentences.
2. The student will be able to join main ideas together.
3. The student will select the correct noun, pronoun, verb, adjective, adverb, conjunction, or preposition to complete sentences.
4. The student will demonstrate proficiency in the use of sentence mechanics in writing assignments.
5. The student will demonstrate knowledge of the steps to writing paragraphs.
6. The student will utilize the writing process to create paragraphs showing unity, emphasis, coherence, and organization using structures of time, space, and importance.
7. The student will demonstrate understanding of rhetorical situations in academia.
8. The student will demonstrate basic computer proficiency to complete assignments.

Methods of Instruction:
Becoming proficient with written English is largely a matter of practice. With this in mind, class time will be heavily focused on activities, both in groups and as a class, that provide the necessary practice. Students will also frequently be given activities to complete outside of class, including online exercises and other optional Internet and computer-based instruction. Individual conferences with students are encouraged. Methods will vary by professor but may include lecture, class discussion, PowerPoint presentations, and audiovisual aids. Professors are encouraged to communicate the importance of class attendance to students and use the Early Alert system when needed. This course does not include research of any outside source material but only students’ original ideas to complete assignments.

Assessment (Including Critical Thinking Measurements):
15% Formal Narrative Paragraph that demonstrates steps of the writing process – approx. 200 words
15% Formal Descriptive Paragraph that demonstrates steps of the writing process – approx. 200 words
10% Online Exercises, D2L Quizzes, or Merit (available through the Writing Lab)
10% In-Class Formal Assessment (This may include chapter or skills specific quizzes, midterm exam, or composition skills)
40% Application/Participation/Assessment
(These may include but are not limited to the following: In-Class Activities, Textbook Activities, Initial Assessment for student placement and semester planning, journals, exploratory writing, sentence combining activities, and discussion board postings.)
10% In-class Humanities Division final assessment during the scheduled final exam period
During the class's scheduled final exam period, the student will write a final, fully-developed paragraph. All writing is to be done during the finals period, in response to division prompts given at the beginning of the testing period. The objective will be to write a paragraph demonstrating proficiency with the conventions of Standard English. The prompts will focus on narration and description and will be created by the Writing Committee. After the professor grades the final assessments, s/he will turn them into the Humanities Division when submitting final class grades.
Learning Objectives:
1. Identify the parts of speech in sentences. (Expected Outcomes: 3, 4)
2. Identify subjects and verbs in sentences. (Expected Outcomes: 3, 4)
3. Define action and linking verbs and distinguish between verbs and verbals. (Expected Outcomes: 3, 4)
4. Locate prepositional phrases as well as create them in sentences. (Expected Outcomes: 3, 4)
5. Recognize complete sentences and correct sentences containing fragments, comma splices, and run-ons (fused sentences). (Expected Outcomes: 1, 2, 3, 4)
6. Construct and correctly punctuate simple, compound, complex, and compound/complex sentences. (Expected Outcomes: 1, 2, 3, 4)
7. Define the terms “clause” and “phrase.” (Expected Outcomes: 1, 2, 3, 4)
8. Use correct subject and verb agreement with regular and irregular verbs. (Expected Outcome: 3)
9. Use adjectives and adverbs correctly in sentences. (Expected Outcome: 3)
10. Use correct forms of comparative and superlative adjectives and adverbs. (Expected Outcome: 3)
11. Identify coordinating conjunctions and use them correctly to join main clauses (independent clauses). (Expected Outcomes: 1, 2, 3, 4)
12. Identify subordinating conjunctions and relative pronouns, and use them correctly to create subordinate clauses (dependent clauses) to expand sentences. (Expected Outcomes: 1, 2, 3, 4)
13. Apply appropriate usage rules for commas, apostrophes, end punctuation, numbers, abbreviations, and capitalization for Standard English. (Expected Outcome: 4)
14. Utilize quotation marks and italics to designate titles. (Expected Outcome: 4)
15. Employ steps in the writing process, including prewriting techniques such as freewriting, brainstorming, clustering, and outlining. (Expected Outcomes: 5, 6, 7, 8)
16. Use the writing process to create paragraphs that demonstrate narration and description, unity from the topic sentence, emphasis from supporting details, and coherence through transitions. (Expected Outcomes: 5, 6, 7, 8)
17. Demonstrate ability to create written assignments using word processing software in a professional format such as MLA. (Expected Outcomes: 7, 8)
18. Operate basic components of online learning management system and student e-mail. (Expected Outcome: 8)
19. Demonstrate ability to use appropriate academic tone and format for electronic communication. (Expected Outcome: 8)
20. Demonstrate understanding of RSC and professor academic integrity policy as well as responsibility of behavior as expressed in the RSC Student Handbook. (Expected Outcome: 7)
21. Complete online/computer exercises to reinforce grammar and mechanics concepts. (Expected Outcomes: 1, 2, 3, 4, 8)

Unit 1 – Initial Assessment
Complete initial assessment for student placement and semester planning
(The initial assessment will assess grammar, punctuation, spelling, and mechanics in order to refer students who need more intensive review in these areas to the Tutoring Center, Writing Center, Composition Workshops, and/or ESL Workshops to meet needed skill level. Students may also be advised to re-take the Compass Test to ensure accuracy of placement.)

Unit 2
1. Identify nouns (proper, common, plural, and singular nouns – include capitalization).
2. Identify pronouns, prepositions, and locate prepositional phrases.
3. Define action and linking verbs (verb strings).

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4. Distinguish between verbs and verbals.
5. Recognize the use of apostrophes for contractions.
6. Demonstrate understanding of RSC and professor academic integrity policy. (This assignment could be the RSC plagiarism quiz.)
7. Demonstrate understanding of responsibility of behavior.
8. Write and send an e-mail with appropriate tone and format.
9. Compose a minimum of two pages of credited writing for assessment, inquiry, learning, thinking, and/or communication. (These pages may include but are not limited to the following: journals, exploratory writing, grammar exercises, sentence combining exercises, and discussion board postings.)
10. Reinforce grammar and mechanics skills using online/computer exercises.

Unit 3
1. Identify subjects and verbs in sentences.
2. Recognize compound subjects and verbs.
3. Identify and compose simple sentences.
4. Add appropriate end punctuation to sentences.
5. Recognize the use of apostrophes for possession.
6. Use commas in a series.
7. Compose a minimum of two pages of credited writing for assessment, inquiry, learning, thinking, and/or communication. (These pages may include but are not limited to the following: journals, exploratory writing, grammar exercises, sentence combining exercises, and discussion board postings.)
8. Reinforce grammar and mechanics skills using online/computer exercises.

Unit 4
1. Identify coordinating conjunctions.
2. Differentiate between adjectives and adverbs and use them correctly in sentences.
3. Select correct comparative and superlative forms of adjectives and adverbs.
4. Identify and compose compound sentences using appropriate punctuation.
5. Use commas with coordinating conjunctions and coordinate adjectives.
6. Use semicolons with compound sentences.
7. Compose a minimum of two pages of credited writing for assessment, inquiry, learning, thinking, and/or communication. (These pages may include but are not limited to the following: journals, exploratory writing, grammar exercises, sentence combining exercises, and discussion board postings.)
8. Reinforce grammar and mechanics skills using online/computer exercises.

Unit 5
1. Demonstrate the use of subject and verb agreement with regular verbs.
2. Demonstrate the use of subject and verb agreement with irregular verbs.
3. Identify the misuse of commas, such as between subject and verb.
4. Compose a minimum of two pages of credited writing for assessment, inquiry, learning, thinking, and/or communication. (These pages may include but are not limited to the following: journals, exploratory writing, grammar exercises, sentence combining exercises, and discussion board postings.)
5. Reinforce grammar and mechanics skills using online/computer exercises.

Unit 6
1. Define the terms “clause” and “phrase.”
2. Identify subordinate clauses.
3. Identify and compose complex sentences using appropriate punctuation.
4. Use commas for non-essential material.
5. Use commas for introductory information, interrupters, and direct address.
6. Compose a minimum of two pages of credited writing for assessment, inquiry, learning, thinking, and/or communication. (These pages may include but are not limited to the following: journals, exploratory writing, grammar exercises, sentence combining exercises, and discussion board postings.)

7. Reinforce grammar and mechanics skills using online/computer exercises.

Unit 7
1. Use subordinate clauses to expand sentences.
2. Recognize complete sentences and correct sentences containing fragments, comma splices, and run-ons (fused sentences).
3. Identify and compose compound/complex sentences and use appropriate punctuation.
4. Compose a minimum of two pages of credited writing for assessment, inquiry, learning, thinking, and/or communication. (These pages may include but are not limited to the following: journals, exploratory writing, grammar exercises, sentence combining exercises, and discussion board postings.)
5. Reinforce grammar and mechanics skills using online/computer exercises.

Unit 8
1. Apply the rules of capitalization in writing.
2. Use quotations marks for titles of works that are parts of other works.
3. Use italics for titles of works that are published separately.
4. Apply the rules about numbers to general writing.
5. Use commas for addresses and dates.
6. Compose a minimum of two pages of credited writing for assessment, inquiry, learning, thinking, and/or communication. (These pages may be combined from any of the following: journals, exploratory writing, grammar exercises, sentence combining exercises, and discussion board postings.)
7. Reinforce grammar and mechanics skills using online/computer exercises.

Unit 9 – Final Evaluation
Complete the required Humanities Division final assessment in class during the scheduled final exam period.

- During the class's scheduled final exam period, the student will write a final, fully-developed paragraph. All writing is to be done during the finals period, in response to division prompts given at the beginning of the testing period. The objective will be to write a paragraph demonstrating proficiency with the conventions of Standard English. The prompts will focus on narration and description and will be created by the Writing Committee.
- After the professor grades the final assessments, s/he will turn them into the Humanities Division when submitting final class grades.