DIVISION COURSE SYLLABUS

Division  Humanities                                Course Prefix and Number  ENGL 0133

Course Title  English Composition Review

Semester and Year Submitted  Revised Spring 2019  Credit Hours 3

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Hours Per Week:  Class 3  Lab 0

Course Description (as it appears in 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, paragraph, and basic essay structure and development with attention to the mechanical and structural elements of the writing process. This course provides students with the principles and skills necessary for college writing. Prerequisites satisfactory assessment scores.

Prerequisites  Satisfactory assessment scores

Text(s):  Title  English Composition Review

Author  Lori Morrow

Publisher  Rose State College

Copyright Date  2017

Supplemental Materials:  (other books, audio visual aids, internet and software programs, 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. English Composition Review 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 stronger skills in writing sentences, paragraphs, and essays.

**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, conjunctions, or preposition to complete sentences.
4. The student will demonstrate proficiency in the use of sentence mechanics, grammar, and punctuation in writing assignments.
5. The student will demonstrate knowledge of the steps in writing paragraphs.
6. The student will utilize the writing process to create paragraphs and essays 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; however, students will examine the seriousness of plagiarizing writing assignments across the curriculum.

**Assessment (Including Critical Thinking Measurements):**
- A grade of C (70%) or better in this course is a prerequisite for enrolling in ENGL 1113/Composition I.
- **Students must take and pass the final exam under proctored conditions in order to pass the class.**

  40% Application/Participation/Assessment
  (These may include but are not limited to the following: Quizzes, In-Class Activities, Textbook Activities, Initial Assessment for student placement and semester planning, journals, exploratory writing, sentence combining activities, and discussion board postings.)

  30% 3 formal paragraphs that demonstrate steps of the writing process – approx. 200 words each

  20% 1 formal essay that demonstrates the steps of the writing process, culminating in an academic essay of a minimum of two full pages using MLA format

  10% Proctored Humanities Division Final Assessment in the LRC Academic Testing Center
  During the class's scheduled final exam period, the student will write a final, fully-developed essay. 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 an essay demonstrating proficiency with conventions of academic writing. The prompts will focus on argumentation 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 Outcome: 3)
2. Identify subjects and verbs in sentences. (Expected Outcomes: 1-3)
3. Define action and linking verbs and distinguish between verbs and verbal. (Expected Outcomes: 1, 3)
4. Locate prepositional phrases as well as create them in sentences. (Expected Outcomes: 1, 3)
5. Recognize complete sentences and correct sentences containing fragments, comma splices, and run-ons (fused sentences). (Expected Outcomes: 1, 4)
6. Correctly punctuate different types of sentences. (Expected Outcomes: 1-4)
7. Define the terms “clause” and “phrase.” (Expected Outcomes: 1, 3)
8. Use correct subject and verb agreement. (Expected Outcomes: 1-4)
9. Use adjectives and adverbs correctly in sentences. (Expected Outcomes: 1-4)
10. Use correct forms of comparative and superlative adjectives and adverbs. (Expected Outcomes: 1-4)
11. Identify coordinating conjunctions and use them correctly to join main clauses (independent clauses). (Expected Outcomes: 1-4)
12. Identify subordinating conjunctions and relative pronouns, and use them correctly to create subordinate clauses (dependent clauses) to expand sentences. (Expected Outcomes: 1-4)
13. Demonstrate correct pronoun antecedent agreement using pronoun person and number. (Expected Outcome: 3)
14. Apply appropriate usage rules for commas, apostrophes, end punctuation, numbers, abbreviations, and capitalization for Standard English. (Expected Outcomes: 1-4)
15. Utilize quotation marks and italics to designate titles. (Expected Outcome: 4)
16. Recognize and revise faulty parallelism in sentences. (Expected Outcome: 4)
17. Employ steps in the writing process, including prewriting techniques such as freewriting, brainstorming, clustering, and outlining. (Expected Outcomes: 5-7)
18. Use the writing process to create a paragraph that demonstrates narration and description, unity from the topic sentence, emphasis from supporting details, and coherence through transitions. (Expected Outcomes: 1-8)
19. Demonstrate ability to create written assignments using word processing software in a professional format such as MLA. (Expected Outcome: 8)
20. Operate basic components of online learning management system and student e-mail. (Expected Outcome: 8)
21. Demonstrate ability to use appropriate academic tone and format for electronic communication. (Expected Outcomes: 1-8)
22. 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)
23. Complete online/computer exercises to reinforce grammar and mechanics concepts. (Expected Outcome: 8)
24. Demonstrate correct pronoun antecedent agreement using pronoun person, number, and case. (Expected Outcome: 4)
25. Apply appropriate usage rules for colons, quotations, dashes, and hyphens. (Expected Outcome: 4)
26. Create outlines to expand ideas and to organize paragraphs and essays. (Expected Outcomes: 1-7)
27. Use a minimum of three of the following appropriate rhetorical modes to complete assigned writing projects: narration and description, comparison/contrast, and argument. (Expected Outcomes: 1-7)
28. Use the following rhetorical modes for credited writing for assessment, inquiry, learning, thinking, and/or communication: illustration, process, cause/effect, and definition. (Expected Outcomes: 1-7)
29. Practice using the characteristics of a workable thesis statement. (Expected Outcomes: 1-7)
30. Identify the characteristics of an effective essay. (Expected Outcomes: 1-8)
31. Demonstrate proficiency in writing a unified, five-paragraph essay that employs the steps of the writing process, including a focused, arguable thesis statement and topic sentences, relevant supporting details, and transitions to achieve coherence. (Expected Outcomes: 1-8)

32. Identify the skills needed to write under pressure, emphasizing those needed for timed-essay examinations. (Expected Outcomes: 1-8)

33. Examine the seriousness of plagiarizing writing assignments and the importance of documenting sources while using no materials or outside sources other than the student’s original ideas. (Expected Outcome: 7)

Optional Initial Assessment
Complete initial assessment for student placement and semester planning.
(The initial assessment will assess grammar, punctuation, spelling, and mechanics as well as the student’s ability to write a formal paragraph incorporating a topic sentence, supporting details, and principles of organization, unity, and coherence 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 College placement test to ensure accuracy of placement.)

Unit 1
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).
4. Distinguish between verbs and verbalas.
5. Recognize the use of apostrophes for contractions.
6. Demonstrate understanding of responsibility of behavior.
7. Write and send an e-mail with appropriate tone and format.
8. Reinforce grammar and mechanics skills using online/computer exercises.
9. Compose a minimum of one page 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.)

Unit 2
1. Identify subjects and verbs in sentences.
2. Recognize compound subjects and verbs.
3. Identify and compose sentences.
4. Add appropriate end punctuation to sentences.
5. Recognize the use of apostrophes for possession.
6. Use commas in a series.
7. Reinforce grammar and mechanics skills using online/computer exercises.
8. Compose a minimum of one page 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.)
Unit 3
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. Correctly use semicolons with sentences.
7. Reinforce grammar and mechanics skills using online/computer exercises.
8. Compose a minimum of one page 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.)

Unit 4
1. Demonstrate the use of subject and verb agreement.
2. Demonstrate the use of pronoun agreement using person and number.
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.
6. Compose a minimum of one page 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.)

Unit 5
1. Define the terms “clause” and “phrase” and practice applying them to written text.
2. Identify subordinate clauses.
3. Use commas for non-essential material.
4. Use commas for introductory information, interrupters, and direct address.
5. Compose a minimum of one page 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.)
6. Reinforce grammar and mechanics skills using online/computer exercises.

Unit 6
1. Use subordinate clauses to expand sentences.
2. Recognize complete sentences and correct sentences containing fragments, comma splices, and run-ons (fused sentences).
3. Compose a minimum of one page 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.)
4. Reinforce grammar and mechanics skills using online/computer exercises.
Unit 7
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 one page 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 8
1. Apply basic formatting rules including page layout and conventions such as numbers, capitalization, etc.
2. Demonstrate correct pronoun antecedent agreement using pronoun person, number, and case.
3. Reinforce grammar and mechanics skills using online/computer exercises.
4. Define the term topic sentence and create effective topic sentences.
5. Recall and employ steps in the writing process to create a paragraph that demonstrates narration and description, unity from the topic sentence, emphasis from supporting details, and coherence through transitions.
6. Create and use outlines to expand ideas and to organize an illustration or process paragraph.

Unit 9
1. Demonstrate appropriate word usage, avoiding slang, clichés, ambiguous language, and sexist language.
2. Demonstrate ability to use appropriate academic tone and format for electronic communication.
3. Demonstrate understanding of RSC and professor academic integrity policy. (This assignment could be the RSC plagiarism quiz.) Also, examine the seriousness of plagiarizing writing assignments and the importance of documenting sources while using no materials or outside sources other than the student’s original ideas.
4. Recognize, apply, and practice using semicolons, colons, dashes, and hyphens.
5. Create and use outlines to expand ideas and to organize a comparison/contrast or cause/effect paragraph.

Unit 10
1. Identify and correct misplaced and dangling modifiers.
2. Recognize and revise faulty parallelism in sentences.
3. Create and use outlines to expand ideas and to organize a definition or argument paragraph.

Unit 11
1. Identify the characteristics of an effective essay.
2. Identify the characteristics of, and practice using, workable thesis statements.
3. Create and use outlines to expand ideas and to organize essays.
4. Practice using the writing process to create a unified, five-paragraph essay, which includes a focused, arguable thesis statement and topic sentences, relevant supporting details, and transitions to achieve coherence.
5. Identify the skills needed to write under pressure, emphasizing those needed for timed-essay examinations.
6. Reinforce grammar and mechanics skills using online/computer exercises.
Unit 12 – Final Evaluation

- Complete the required Humanities Division assessment for this class during the scheduled final exam period. **Important Note:** When submitting final course grades, the professor will forward a list of students who did not pass the course with a 70% (C) or higher to the Humanities Division Student Advisor. **Reminder:** Students must take and pass the final exam under proctored conditions to pass the course.

- After the professor grades the final assessments, s/he will turn them into the Humanities Division when submitting final class grades.