

ENGL 099-BASIC COMPOSTITION 3 CREDITS

SYLLABUS

CATALOG DESCRIPTION

This course improves students' academic and personal communication skills in preparation for college-level writing courses. It emphasizes academic literacy skills in college reading, writing and basic use of sources.

Prerequisites: ENGL 095 with a C or better or Accuplacer score of 070-084

Semester Offered: Fall, Spring and Summer

Common Student Learning Outcomes

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

Course Learning Outcomes

Upon successful completion of the course, the student will be able to...

1. Develop a variety of writing assignments with a clear **FOCUS ON PURPOSE AND AUDIENCE**.
 - a. Build fluency and confidence in writing essays about personal experiences and observations.
[*EC]
 - b. Build fluency and confidence in writing academic essays which include outside source(s).
[BSL/CT/EC]

- a. Differentiate between his/her ideas and the ideas of others.
 - b. Integrate outside sources using a signal phrase, in-text citation and Works Cited page
 - c. Sustain an appropriate voice in full-length writing assignments. [BSL/CT/EC]
- 2. SUPPORT** ideas through analysis and through illustration.
- a. Use specific examples and details to create vivid, clear writing. [BSL/CT/EC]
 - b. Develop ideas through logical and credible evidence. [CT/EC]
 - c. Reflect on the significance of the topic and evidence in an assignment. [CT/EC]
- 3. ANALYZE** his or her own writing and the texts of others.
- a. Analyze various documents or texts for audience, purpose and writing strategies. [CT]
 - b. Discuss ideas for writing and about writing with classmates and instructor. [CCE/EC]
 - c. Summarize ideas in the context of meaningful writing. [CT/EC]
 - d. Make connections and draw conclusions in his or her writing by interacting with a text (textuality.) [CT/EC]
 - e. Interact with different texts or media for textuality. [BSL/CT/EC/IT]
 - 1. a. Draw ideas or experiences from the textbook as inspiration for writing topics.
 - b. Begin to use ideas from library resources, including periodicals and basic databases, such as NewsBank or Proquest.
 - f. Analyze his / her own writing and other students' writing in workshops. [CT/CCE/EC]
- 4. Demonstrate AWARENESS OF AUDIENCE.**
- a. Recognize and use appropriate voice (formal or informal diction) for assignments. [BSL/EC]
 - b. Give classmates constructive feedback through various workshopping activities [CCE / EC]
 - c. Develop academic conventions and style in writing [BSL / EC]
 - a. Format assignments appropriately for audience and purpose
 - b. Use complete and clear sentences
 - c. Demonstrate sentence variety
 - d. Use verb tenses consistently
- 5. ORGANIZE** ideas clearly and logically
- a. Demonstrate coherent structure of paragraphs, essays and other texts. [BSL / CT / EC]
 - 1. a. Organize narrative /descriptive assignments in chronological or sequential order.
 - b. Organize analytical assignments to present ideas in a logical manner.
 - c. Use transitional expressions effectively. [BSL/EC]
 - d. Analyze the sequencing or flow of ideas for effective composition. [BSL/CT]
- 6. Demonstrate a writing process that works effectively for him or her.**
- a. Use pre-writing strategies, planning, drafting, workshops and revision to complete assignments. [CT/EC]
 - a. Locate outside sources as necessary for academic assignments
 - b. Use technology skills to enhance the writing process. [IT]
 - c. Reflect on how his or her writing has developed throughout the semester. [CT]
 - d. Use resources on campus for additional help with the writing process. [BSL]

*Bold-faced words indicate core elements outlined on the essay and portfolio rubric.

**This information maps to the course specialized outcomes to the college's Common Student Learning Outcomes (CSLOs).