COURSE OUTLINE
Revision: Tim Walsh, April 2008

DEPARTMENT: Academic Programs
CURRICULUM: English
COURSE TITLE: Learning Center
COURSE NUMBER: ENGL 082
TYPE OF COURSE: Preparatory Academics
Special Requirement met: None
AREA(S) OF KNOWLEDGE: None
COURSE LENGTH: 1 quarter
CREDIT HOURS: Variable 2 to 5
LECTURE HOURS: 55
LAB HOURS: 0
CLASS SIZE: 25
PREREQUISITES: None

COURSE DESCRIPTION:

A) For students currently enrolled in any writing class and who need supplemental help with grammar, punctuation, sentence structure, and editing. This course can easily be taken for variable credit. Assignments are individualized to address each student’s deficiency, or

B) For students who do not pass the portfolio to enter into English 101. This is an alternative to retaking English 096. Students will be given the opportunity to write new essays and resubmit their portfolios. Some remedial instruction will be provided; however, students are expected to work independently. This approach is not appropriate for students who major writing deficiencies or who are not self-motivated.
STUDENT LEARNING OUTCOMES:

1. Communication – Read and listen actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Human Relations – Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values.
4. Technology – Select and use appropriate technological tools for personal, academic, and career tasks.
5. Personal Responsibility- Be motivated and able to continue learning and adapt to change. Value one’s own skills, abilities, ideas, and art.

GENERAL COURSE OBJECTIVES:

Objectives will vary based on student’s individualized learning plan.

I. To eliminate sentence-level errors in original written work.
II. To produce sentences with syntactically correct English.
III. To eliminate translation from native language.
IV. To write mature, well-developed paragraphs and essays.
V. To pass the English 096 portfolio requirement

TOPICAL OUTLINE:

Topic will vary based on student’s individualized learning plan.

I. Sentence Skills: including grammar, punctuation, and syntax.
II. Sentence Types: including simple, compound and complex.
III. Verb Tense: formation and use.
IV. Paragraph/Essay organization and development
### Included in Course Objective Number

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>SLO 1.1</td>
<td>I, II, IV</td>
<td>Communication - Read and listen actively</td>
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<tr>
<td>SLO 1.2</td>
<td>I – V</td>
<td>Communication - Speak and write effectively</td>
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<tr>
<td>SLO 2.1</td>
<td></td>
<td>Computation - Use mathematical operations</td>
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<tr>
<td>SLO 2.2</td>
<td></td>
<td>Computation - Apply quantitative skills</td>
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<tr>
<td>SLO 2.3</td>
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<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
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<tr>
<td>SLO 3.1</td>
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<td>Human Relations - Use social interactive skills to work in groups effectively</td>
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<tr>
<td>SLO 3.2</td>
<td></td>
<td>Human Relations - Recognize the diversity of cultural influences and values</td>
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<tr>
<td>SLO 4.1</td>
<td>I – V</td>
<td>Critical Thinking and Problem Solving - Technology - Select and use appropriate technological tools</td>
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<tr>
<td>SLO 5.1</td>
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<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
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<tr>
<td>SLO 6.1</td>
<td></td>
<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
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<tr>
<td>SLO 6.2</td>
<td>I, II, V</td>
<td>Personal Responsibility - Take pride in one's work</td>
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<td>SLO 6.3</td>
<td></td>
<td>Personal Responsibility - Manage personal health and safety</td>
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<td>SLO 6.4</td>
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<td>Personal Responsibility - Be aware of civic and environmental issues</td>
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<tr>
<td>SLO 7.1</td>
<td>I – IV</td>
<td>Information Literacy - Access and evaluate information</td>
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<tr>
<td>SLO 7.2</td>
<td>I – IV</td>
<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
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</tbody>
</table>

PREPARED BY: Tim Walsh  
DATE: April 2008