COURSE OUTLINE
Revision: Tim Walsh April 2008

DEPARTMENT: Academic Programs
CURRICULUM: English
COURSE TITLE: College Preparatory Writing IV
COURSE NUMBER: ENGL 098
TYPE OF COURSE: Academic Basic Education
   Special Requirement Met: None
AREA(S) OF KNOWLEDGE: None
COURSE LENGTH: 1 quarter
CREDIT HOURS: 5
LECTURE HOURS: 55
LAB HOURS: 0
CLASS SIZE: 25
PREREQUISITES: Appropriate placement testing or ENGL 096 (College Preparatory Writing IV) or ESL 097 (English for Non-Native Speakers: Writing II) or IEL with a 2.0 or higher

COURSE DESCRIPTION:
The emphasis is on writing essays for academic purposes. Practice is given in the writing process of thinking, prewriting, drafting, revising and editing. Concurrent enrollment in ENGL 081, ENGL 091, or ENGL 109 is recommended.
STUDENT LEARNING OUTCOMES ADDRESSED:

1. Human Relations - Use social interactive skills to work in groups effectively.
2. Communication – Read and listed actively to learn and communicate. Speak and write effectively for personal, academic and workplace purposes.
3. Personal Responsibility – value one’s own skills and abilities and be motivated to continue learning. Take pride in one’s own ideas, work and art. Have the ability to adapt to change.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will:

1. Recognize and correct sentence level errors, including fragments, fused sentences, comma splices, subject-verb agreement, pronoun agreement, parallelism, punctuation and spelling.
2. Produce a multi-paragraph essay, with an introduction, body paragraphs, and a conclusion.
3. Identify, develop and produce thesis statements.
4. Identify, develop and produce topic sentences
5. Support main ideas with evidence and specific details in the body paragraphs.
6. Demonstrate audience awareness through choice of tone and style.
7. Generate unity in essays and their paragraphs.
8. Generate coherence and cohesion in essays and their paragraphs.
9. Adapt an appropriate essay pattern to develop a thesis.
10. Develop a writing process, including prewriting, drafting, revising and editing.
11. Produce good writing in-class, under time pressure
12. Read and mark essays and other texts.
13. Accept and give peer-evaluation and peer-revision
TOPICAL OUTLINE:

I. The writing process
II. Overview of the essay
III. Reading and marking essays
IV. Audience awareness
V. Writing thesis statements
VI. Writing topic sentences
VII. Developing specific support
VIII. Recognizing and creating unity
IX. Recognizing and creating coherence
X. Recognizing and creating coherence
XI. Recognizing and creating essay patterns
XII. Writing for specific purposes
XIII. Giving and receiving feedback
XIV. Revising
XV. Editing for correctness
<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
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<tbody>
<tr>
<td>SLO 1.1</td>
<td>2</td>
<td>Communication - Read and listen actively</td>
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<tr>
<td>SLO 1.2</td>
<td>2</td>
<td>Communication - Speak and write effectively</td>
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<tr>
<td>SLO 2.1</td>
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<td>Computation - Use mathematical operations</td>
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<td>SLO 2.2</td>
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<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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<td>SLO 3.2</td>
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<td>Human Relations - Recognize the diversity of cultural influences and values</td>
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<td>SLO 4.1</td>
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<td>Critical Thinking and Problem Solving -</td>
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<td>SLO 5.1</td>
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<td>Technology - Select and use appropriate technological tools</td>
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<td>SLO 6.1</td>
<td>3</td>
<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
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<tr>
<td>SLO 6.2</td>
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<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
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<td>SLO 6.3</td>
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<td>Personal Responsibility - Take pride in one's work</td>
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<td>SLO 6.4</td>
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<td>Personal Responsibility - Manage personal health and safety</td>
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<td>SLO 6.5</td>
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<td>Personal Responsibility - Be aware of civic and environmental issues</td>
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<td>SLO 7.1</td>
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<td>Information Literacy - Access and evaluate information</td>
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<tr>
<td>SLO 7.2</td>
<td></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: Kathren Whitham
DATE: April 2008