

ENGL - 100 - Supervised Tutoring: Writing Center Laboratory

Revised Curriculum Office Use Only

19-20 Revised Curriculum Use Only

COURSE OUTLINE OF RECORD

VIII. General Course Information

Subject:* ENGL

Course Number:* 100

Descriptive Title:* Supervised Tutoring: Writing Center Laboratory

Course Disciplines:* English

Division: Humanities

Department:* English

Catalog Description:* This course provides students with supervised tutorial instruction on writing text with clarity and reading text with literal and critical understanding; this may include prewriting and prereading techniques, organization of text, development of arguments, relationships between parts of text, integration of writing and reading for research, and revision/editing for clarity and correctness.

Note: This course is repeatable and open for enrollment at registration and at any time during the semester.

Conditions of Enrollment:

Prerequisite:

Co-requisite:

Recommended

Enrollment Limitation: Referral by instructor or counselor is based on assessed academic need.

Course Length: Full Term

Hours Lecture (per week): 0

Hours Laboratory (per week): 12

Outside Study Hours:* 0

Total Hours:* 216

Course Units:* 0

Grading Method:

No Grade

Credit Status:

Non Credit

Transfer CSU: Yes
 No

Effective Date: Proposed

Transfer UC: Yes
 No

Effective Date: Proposed

**General Education
ECC:**

Term:

Other:

CSU GE:

Term:

Other:

IGETC:

Term:

Other:

IX. Outcomes and Objectives

A. Student Learning Outcomes SLOs (The course student learning outcomes are listed below.)

Student Learning Outcomes:

SLO #1

Upon completion of the course, students will be able to compose a text with an identifiable thesis (or controlling idea), topic sentences, adequate support for each topic sentence, an introduction and a conclusion, appropriate transitions, in MLA, APA, or AP format.

SLO #2

Upon completion of the course, students will be able to analyze and prepare relevant data, derived from personal experience or outside resources for use in their compositions.

SLO #3

Upon completion of the course, students will be able to analyze and edit sentences for clarity and style, including identifying and eliminating sentence errors such as comma splices, fragments, and pronoun/antecedent issues.

B. Course Objectives (The major learning objectives for this course are listed below.)

Course Objectives:

1. Identify and compose thesis statements and topic sentences.
2. Create introductions and conclusions.
3. Identify and integrate appropriate transitions.
4. Analyze and prepare relevant data, derived from personal experience or outside sources.
5. Use necessary documentation format (for example, MLA or APA).
6. Recognize when a paragraph is adequately supported.
7. Analyze and edit for sentence clarity and sentence style.
8. Recognize and correct sentence errors such as comma splices, fragments, and pronoun reference.

X. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Example:

I. Main Topic (3 hours, lecture)

A. Sub topics

B. Sub topics

1. Super sub topic

2. Super sub topic

Major Topics:

I. Analysis of Topic (42 hours, lab - To be arranged)

- A. Brainstorm options; narrow to subject
- B. Organize ideas
- C. Rough outline

II. Prewriting and Prereading Techniques (42 hours, lab - To be arranged)

- A. Draft a thesis
- B. Identify and list types of support
- C. Identify and draft topic sentences
- D. Preview text by reading first and last paragraph and reading opening sentence of each paragraph

III. Assessment of Coherence (28 hours, lab - To be arranged)

- A. Identify and draft thesis statement and topic sentences
- B. Read critically to comprehend the development of argument and to evaluate supporting evidence and conclusions
- C. Comprehend and develop an introduction and conclusion
- D. Organize into outline or diagram
- E. Use context clues and prior knowledge to make meaning of new or unfamiliar words

IV. Research Skills (56 hours, lab - To be arranged)

- A. Integrate research skills
- B. Introduce MLA or APA documentation
- C. Integrate quotations
- D. Document quotations
- E. Paraphrase
- F. Summarize

V. Application of Rules of Grammar (48 hours, lab - To be arranged)

- A. Fragments
- B. Run-on sentences
- C. Subject/verb agreement
- D. Pronoun reference
- E. Punctuation
- F. Verb tenses

Total Lecture Hours: 0

Total Laboratory Hours: 216

Total Hours: 216

XI. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

Primary Method of _____

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: Working with your tutor, read and identify places in your history essay where transitions may be lacking, and revise the essay based on the information and advice given to you during your tutorial.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: Analyze in a 3- to 4-page written essay the thesis and supporting evidence in Robert Heilbroner's "Don't Let Stereotypes Warp Your Judgment," and evaluate whether his perception that the practice of stereotyping can be reduced through individual effort is valid or invalid. Analyze and evaluate the portions of Heilbroner's text that you incorporate into your essay.

Critical Thinking Assignment 2: Write and edit a news story covering the Board of Trustees meeting and publish it online as well as across social media platforms. Update the story as necessary.

D. Other Typical Assessment and Evaluation Methods

Other Evaluation Methods:

If Other:

XII. Instructional Methods

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

Instructional Methods:

If other: Computer Assisted Instruction

XIII. Work Outside of Class

Work Outside of Class

If Other:

XIV. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a

Up-To-Date
Representative
Textbooks:

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Alternative
Textbooks:

C. Required Supplementary Readings

Required
Supplementary
Readings:

D. Other Required Materials

Other Required
Materials:

XV. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite

Category

Requisite course:

Requisite and
Matching skill(s):
Bold the requisite
skill. List the
corresponding course
objective under each
skill(s).

B. Requisite: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Requisite and
Matching skill(s):
Bold the requisite
skill. List the
corresponding course
objective under each
skill(s). if applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

E. Enrollment Limitations

Enrollment Limitations and Category: Referral by instructor or counselor is based on assessed academic need. (Title 5 §58170 Apportionment for Tutoring)

Enrollment Limitations Impact:

STEP 2: Click  Save All Changes.

STEP 3: Launch proposal by clicking  in the top left corner of this page.

STEP 4: Click on the  at the top of the Proposal Toolbox to submit proposal for review.

STEP 5: When the "Your Decision" box appears, click Approve and "Make My Decision" to move the proposal forward in the process.

Course Created by: Barbara Budrovich

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Last Reviewed and/or Revised by: Kate McLaughlin

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