

## Crafton Hills College Course Outline

1. **Discipline:** English
2. **Department:** Language Arts
3. **Course Title:** Basic English Skills
4. **Course I.D.:** ENGL 914
5. **Prerequisite(s):** None
- Corequisite(s):** None

**Departmental Recommendation(s):** None

6. **Semester Units:** 4
7. **Minimum Semester Hours:** 64

**Lecture:** 64      **Lab:** 0      **Clinic:** 0      **Field:** 0

8. **Need for the Course:**

Our college placement test (CPT) scores show every year thousands of students come to our college with reading and writing skills well below the college level, so low that they have little chance of passing ENGL 015, Preparation for College Writing. In 1998-99, for example, over 49% of the students taking the CPT did not qualify for ENGL 015. ENGL 914 is designed to bridge the gap between these students' level of writing ability and the level required in ENGL 015. The course will move the students through the sentence to the paragraph. Moreover, this course is designed to satisfy the needs of those students who, as students and counseling faculty both report, want a refresher course in English because it has been so long since they have done any formal writing. Finally, the course serves as a necessary bridge course for our English as a Second Language (ESL) students between ENGL 908, Patterns of Contemporary English, and ENGL 015.

9. **Goals for the Course:**

- A. To provide a basic skills course in writing.
- B. To provide the first semester of a one-year pre-college level writing program.
- C. To provide a bridge course between ENGL 908 and ENGL 015.
- D. To provide a retreat course for those students who do not succeed in ENGL 015.
- E. To provide a refresher course for students who want to sharpen their writing skills.

10. **Catalog Description:**

Instruction in basic English grammar, including parts of speech, sentence construction, subjects, predicates, objects, verb tenses, spelling rules, vocabulary development, agreement, case, voice, usage, capitalization, and proper punctuation. Includes instruction in the principles of writing effective paragraphs, including framing topic sentences, developing appropriate support, and using transitions.

**11. Schedule Description:**

Instruction in basic English grammar, including parts of speech, sentence construction, subjects, predicates, objects, verb tenses, spelling rules, vocabulary development, agreement, case, voice, usage, capitalization, and proper punctuation. Includes instruction in the principles of writing effective paragraphs, including framing topic sentences, developing appropriate support, and using transitions.

**12. Entrance Skills:**

**A. Requisite Skills:** None

**B. Recommended Skills:** None

**13. Course Objectives:**

**Upon satisfactory completion of the course, students will be able to:**

- A. Write a 100-word paragraph with a clear topic sentence and supporting and concluding sentences.
- B. Use logical transitions between sentences.
- C. Identify the fundamental grammatical structures of a sentence.
- D. Identify and explain the difference between active and passive voice.
- E. Distinguish between sentences and fragments and correct sentence fragments.
- F. Identify run-on sentences and comma splice errors and make necessary corrections.
- G. Identify and correct major errors in usage, punctuation, capitalization, and mechanics sufficiently to produce generally readable sentences.
- H. Use the dictionary to find the meanings, pronunciation, and etymology of words.
- I. Independently obtain articles and books from the library.

**14. Representative Texts and Instructional Materials:**

**A. Textbooks**

Immel, C. & Sacks, F. (1996). Jumpstart! A Workbook for Writers. San Francisco: Mc-Graw-Hill, Inc.

Langan, J. (1997). Sentence Skills (6/e). New York: McGraw-Hill, Inc.

Meyers, A. (1995). Writing with Confidence (5/e). New York: Harper-Collins.

Salak, A. (1995). Take Charge: Improve Your Sentences. Mission Hills, CA: Glencoe McGraw-Hill.

Salamone, W. & McDonald, S. (2004). Inside Writing: A Writer's Workbook With Readings, (5/e). Boston, MA: Heinle & Heinle.

Winkler, A. & McCune, A. (1997) Grammar Talk. Upper Saddle River, NJ: Prentice-Hall, Inc.

**B. Readings**

Markline, J., Hawkins, R., & Isaacson, B. (1999) Thinking on Paper. (4/e). San Diego: Harcourt Brace College Publishers.

Rogers, J.R. & Rogers, G.C. (2000). Patterns and Themes: A Basic English Reader. (4/e). Belmont, CA: Wadsworth.

**15. Course Content:**

- A. Phrases, clauses, and sentences

- B. The parts of speech, including nouns, pronouns, verbs, prepositions, adjectives, verbs, and conjunctions
- C. Subjects, predicates, objects, and complements
- D. Phrases and their functions, including prepositional, verbal, participial, adverbial, and adjectival
- E. Agreement between subjects and verbs, articles and nouns, pronouns and their antecedents, and case (e.g. subjective, objective, possessive)
- F. Verb tenses, including the verb "to be"
- G. Identifying and using the principal parts of irregular verbs
- H. Active and passive voice
- I. Sentence structure, including identifying and correcting major errors such as fragments and run-ons
- J. Identifying and writing the four types of sentences: simple, compound, complex, and compound-complex
- K. Vocabulary development
- L. Prewriting techniques, including brainstorming, clustering, freewriting, and outlining
- M. Components of a topic sentence: topic and point
- N. Developing support for main ideas in paragraphs
- O. Space, time, and order-of-importance transitions
- P. Concluding sentences
- Q. Proofreading techniques, including identifying and correcting misplaced and dangling modifiers, deadwood, faulty construction, and other errors
- R. Spelling, usage, and hyphenation rules
- S. Using the dictionary
- T. MLA format
- U. Citing texts, including paraphrasing, summarizing, and directly quoting
- V. Proper use of punctuation marks, including commas, apostrophes, quotation marks, colons, semi-colons, and end marks

**16. Methods of Instruction:**

- A. Lecture and demonstration
- B. Workbook exercises
- C. Oral drills
- D. Whole-class discussion
- E. Small-group discussions and exercises
- F. Peer response groups
- G. One-on-one student-teacher conferences
- H. Guided rewriting of paragraphs
- I. Library visits
- J. Writing lab sessions

**17. Assignments and Methods of Evaluation:**

- A. At least three discrete paragraph assignments (10-30% of final grade)
- B. Reading assignments (may include journals) of selected texts, including at least one book (10-20%)
- C. Workbook exercises on grammatical principles, vocabulary, and punctuation (0-30%)
- D. Freewriting assignments, in-class exercises, and participation (0-10%)
- E. Tests (may include mid-term and final) on vocabulary, reading assignments, punctuation marks, and various grammatical principles, including sentence boundaries and verb tenses (20-50%)

18. **Distributed Education Methods of Instruction:** None