



ENGL 0991

Division: Humanities

Department: English

Course: ENGL 0991

Title: Beginning Writing

Catalog Description:

This course is for students who qualify for Student Support Services only and is recommended for students scoring lower than 17 on the English section of the ACT or below 810 on the SAT. The course emphasizes sentence and paragraph construction and reviews grammar, usage, and punctuation. Students respond to written texts and prompts in preparation for ENGL 1010.

General Education Requirements: N/A

Semesters Offered: TBA

Credit/Time Requirement: Credit: 3; Lecture: 5; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: Qualification through Student Support Services

Justification:

ENGL 0991 offers students who might not be quite ready for college writing a chance to develop those skills necessary for success in ENGL 1010, a required course.

Student Learning Outcomes:

Students will write coherent sentences and paragraphs.

Students will be able to write topic sentences.

Students will recognize and correct simple sentence-level errors.

Students will recognize and correct punctuation errors.

Students will learn to combine sentences effectively to add variety to their writing style.

Students will respond appropriately to written and verbal prompts

Content:

Students will complete exercises from a work book. They will also practice sentence construction and

combining through daily writing assignments. Students then learn the characteristics of the English paragraph and practice paragraph construction. Because of the wide range of abilities typically present in this class, each student will be encouraged to work at his or her own pace to master skills.

General Education Outcomes:

2) Write clearly, informatively, and persuasively.

The focus of this course is on writing clearly. Students will have daily practice in studying and creating clear, coherent sentences and paragraphs. Generous instructor feedback and peer feedback where appropriate will be provided.

Key Performance Indicators:

Instructors evaluate students' writing on a daily basis and offer suggestions for improvement.

The following percentages are approximate.

- Chapter Tests and Quizzes: 20%
- Participation and Attendance: 10%
- Midterm Exam: 20%
- Final Exam: 20%
- Writing Assignments: 30%

Representative Text and/or Supplies:

Clouse, Barbara F. *Conventions and Expectations*. New York: Longman, current edition

Ingalls, Anna, and Dan Moody. *Expectations*. New York: Longman, current edition

Bazerman, Charles and Harvy S. Weiner. *Writing Skills Handbook*. Boston: Houghton Mifflin, current edition

Bazerman, Charles and Harvey S. Weiner. *All of Us: A Multicultural Reading Skills Handbook*. Boston: Houghton Mifflin, current edition

Langon, John and Janet M. Goldstein. *English Brushup*. Boston: McGraw Hill, current edition

Optimum Class Size: 15

Maximum Class Size: 20

Signatures:

I hereby submit this course syllabus:

Melanie Jenkins, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the English Department:

Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)