I. OVERVIEW

The following information will appear in the 2009 - 2010 catalog

ENGL 49  Basic English Skills  5 Units

Corequisite: Concurrent enrollment in or satisfactory completion of READ 40.

Fundamentals of writing. Emphasis on improving writing fluency, developing paragraphs and short essays, and learning to edit for spelling, punctuation and word usage. Credit in this course may not be used to satisfy English requirements for graduation from Modesto Junior College. Field trips might be required. Course is not applicable to the associate degree.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Reading

      i. Process of reading

         a. Pre-reading, reading, re-reading

      ii. Annotation and note-taking

      iii. Analysis of texts

         a. Identification of, function of, and relationships between

            a. Main points

            b. Supporting points

         b. Modes of development

         c. Use of opinions and facts

         d. Literal meaning

         e. Implied meanings (inferences)

      iv. Vocabulary development

   b. Writing

      i. Process of composing
a. Definition and purpose

b. Steps
   a. Invention
   b. Drafting
   c. Revision
   d. Editing
   e. Formatting

c. Utilization of feedback and its role in revision

ii. Narrowed and focused topic sentences and thesis statements

iii. Organizational and unifying structures
   a. Sentence level
   b. Paragraph Level
   c. Essay level

iv. Aspects of development
   a. Forms of support
      a. Examples
      b. Quotations
      c. Evidence
      d. Explanation
      e. Experiences
         a. Value of personal vs. derived

b. Transitions
   a. Word choice (between sentences)
   b. Sentence development (between paragraphs)

v. Revising

vi. Word processing

vii. Sentence construction
   a. Composition of sentences
b. Punctuation
c. Diction and syntax
d. Spelling
e. Grammar

2. **Recommended Content:**

   a. Other areas for concentration, if possible
      i. Reading
         a. Reasonable inferences
      ii. Writing
         a. Selective development
      iii. Sentences
         a. Sentence variety
         b. Parallelism

B. **ENROLLMENT RESTRICTIONS**

1. **Co-requisites**

   Concurrent enrollment in or Satisfactory completion of READ 40

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

   *Instructors of the course might conduct the course using the following method:*

1. Lecture
2. Direct small group discussion topics
3. Lead large group discussions
4. Assign and/or present reading selections
5. Assign pre-writing and re-writing activities
6. Assign homework exercises to promote correct and effective sentence construction (such as sentence combining or other sentence construction exercises, workbook exercises in sentence grammar, etc.)
7. Engage in individual or small group conferences with students
8. Administer quizzes and examinations
9. Use audio-visual presentations
10. Conduct class in a computer lab

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. At least 10 hours of homework per week
   b. At least 6,000 words of thesis-driven writing per term
      i. Regularly scheduled in-class essays (four to five per term)
      ii. Four to five out-of-class essays per term

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   a. Revise one of the three paragraphs in "Harmful Effects of Watching Television" by providing a clear method of organizing the material and transitional words.
      i. "Television makes viewers passive. Children who have an electronic babysitter spend most of their waking hours in a semiconscious state. Older viewers watch tennis matches and basketball games with none of the excitement of being in the stands. Even if children are watching Sesame Street or Barney & Friends, they are being educated passively. The child actors are going on nature walks, building crafts projects, playing with animals, and participating in games, but the little viewers are simply watching. Older viewers watch guests discuss issues with Oprah Winfrey, but no one will turn to the home viewers to ask their opinion."
      ii. "Worst of all, TV presents a false picture of reality that leaves viewers frustrated because they do not have the beauty or wealth of the characters on television. Viewers absorb the idea that everyone else in the United States owns a lavish apartment, a suburban house, a sleek car, and an expensive wardrobe. Every detective, police officer, oil baron, and lawyer, male or female, is suitable for a pinup poster. The material possessions on TV shows and commercials contribute to the false image of reality. News anchors and reporters, with their perfect hair and makeup, must fit television's standard of beauty. From their modest homes or cramped apartments, many viewers tune in daily to the upper-middle-class world that TV glorifies."
      iii. Television discourages communication. Families watching television do very little talking except for brief exchanges during commercials. If Uncle Bernie or the next-door neighbors drop in for a visit, the most comfortable activity for everyone may be not conversation but watching ESPN. The family may not even be watching the same set; instead, in some households, all the family members head for their own rooms to watch their own sets. At
dinner, plates are plopped on the coffee table in front of the set, and the meal is wolfed down during NBC Nightly News. During commercials, the only communication a family has all night may consist of questions like "Do we have any popcorn?" and "Where's the TV Guide?"

b. Write an essay that takes as its thesis one of the statements below. Support your thesis with at least three points, each developed in its own paragraph. Use examples from "The Professor Is a Dropout" to help you support your points.

i. Schools need to be prepared to help non-English speaking students catch up with other students at their grade level.

ii. The responsibility for catching non-English-speaking students up to their grade level rests solely with the students and their families.

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

   Write brief essays of approximately 750 words that are controlled by a thesis statement. Additionally, the student should be able to maintain control of the essay through the use of topic sentences and focused development of paragraphs.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:

   a. Analyze reading selections, demonstrating the ability to distinguish supporting ideas from main ideas and to recognize and comment on relationships between the his or her own thoughts and opinions and those of the writer.
b. Write thesis-driven essays of approximately 750 words (or approximately 3 handwritten pages) in which he or she demonstrates adequate paragraph development skills.

c. Engage in writing as a process, a. critically reading a prompt to identify embedded writing tasks, b. using various invention strategies, c. establishing a controlling idea, d. developing main points or selecting examples and details which are relevant to and appropriate for the purpose and thought of each paragraph, e. connecting ideas within paragraphs through the appropriate use of transitions, and f. acknowledging references to outside sources when writing in response to reading.

d. Use word processing.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Daily or weekly quizzes
2. Miscellaneous writing tasks, such as journals or drafts of upcoming assignments
3. Homework assignments
4. Presentations on grammatical concepts or syntactical variants
5. Informal discussions about reading
6. Out-of-class essays (3-5)
7. In-class essays (3-5)

B. SUMMATIVE ASSESSMENT

1. Departmental common final exam