Modesto Junior College  
Course Outline of Record  
**ENGL 50**

I. **OVERVIEW**  
*The following information will appear in the 2009 - 2010 catalog*

**ENGL-50**  
*Basic Composition and Reading*  
5 Units  

**Prerequisite:** Satisfactory completion of ENGL 49 or equivalent placement by MJC assessment process.

This course is designed for students who need to build basic English skills in writing, reading, and thinking. The course includes instruction in writing effective sentences, organizing ideas into paragraphs and essays, utilizing fundamentals of English syntax, reading academic texts, and building vocabulary. Basic critical thinking and study skills are also emphasized. Field trips might be required. Course is 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**
   1. Identify thesis, main idea, or unifying theme of a reading selection;
   2. Distinguishing between main and subordinate or supporting elements of a reading selection;
   3. Drawing inferences and making judgments about a writer's thought and attitude;
   4. Identifying techniques by which writers fulfill their purposes in various modes of discourse, e.g.,
      a. organizing principle in description,
      b. transitional devices in exposition,
      c. arrangement of main points in argument,
      d. effective diction in narration.
   
b. **Writing**
   1. Techniques for pre-writing and invention;
   2. Chief modes of discourse and appropriate selection;
   3. Unity or focus in various modes of discourse, (e.g., of mood in description, of tone in narration, of thesis or proposition in exposition and argument);
   4. Principles of organization;
   5. Development through example, description, and detail;
   6. Paragraph construction: use of paragraphing to indicate over-all organization, principles of paragraph unity, organization of the paragraph;
   7. Coherence within and between paragraphs;
   8. Sentence types and main elements of sentence grammar, e.g.,
      a. Sentence wholeness and conventions of marking sentence boundaries,
      b. Logic and convention of sentence punctuation,
      c. Principles and conventions of coordination and subordination in the sentence,
      d. Sequence of tense, placement of modifying structures, and agreement of subject-verb.
   9. Spelling and capitalization;
   10. Diction: effective use and avoidance of misuse of words (e.g., commonly misused homonyms);
   11. Revision and re-writing.
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   
   Satisfactory completion of ENGL 49 or equivalent placement by MJC assessment process.

2. **Requisite Skills**
   
   Before entering the course, the student will be able to:
   
   a. Read and generally understand selections from a college-level reader and an entire novel.
   
   b. State the thesis or unifying theme in a piece of writing the student has read.
   
   c. Compose a clear, focused five-paragraph essay to be used as a tool for in-class writing and/or writing in other courses.
   
   d. State a clear thesis or controlling idea in an essay the student has written.
   
   e. Support a thesis in relatively coherent and well-developed paragraphs.
   
   f. Analyze, summarize, and describe.
   
   g. Write complete sentences that are most often clear and correct. (Student should be able to write simple, compound, and complex sentences. Run-ons and fragments may be present, but sentences are understandable.)
   
   h. Apply the basic conventions of Standard English. (These should include a working knowledge of prepositions and articles, subjects and verbs, and punctuation.)
   
   i. Write with a minimum of spelling errors. (For example, there are not spelling errors in every sentence.)
   
   j. Use conventional English without severe errors that impede meaning. (For example, a student may have problems with idiom or "s" endings, but the writing is generally clear.)

C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>90.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

1. Lecture
2. Reading as assigned;
3. Directed class discussion, e.g., class analysis of a reading selection, examples of student writing, or ideas and approaches for a future writing assignment;
4. Pre-writing activities, group and individual;
5. Journal writing, free writing, or other unedited writing for fluency and invention;
6. Writing and rewriting of compositions;
7. Individual conferences with the instructor;
8. Conference with aides in the English Skills Workshop;
9. Quizzes and examination;
10. Audio-visual presentations and field trips.
11. Class assignments and exercises (to achieve learner independence and critical thinking) that ask students to formulate and express judgments (stated as thesis in some modes of written assignments) based on information or ideas from reading, class discussion, and life experience;
12. Class assignments and exercises (to achieve learning independence and critical thinking) that ask students to explain and support judgments or thesis with relevant information, distinguishing between what may be regarded as fact, and that which is judgment or opinion;
13. Class assignments or exercises (to achieve learner independence and critical thinking) that ask students to evaluate and re-evaluate the soundness of judgments (their own and those of other class participants) based on the evidence presented and the introduction of new information or of another point of view.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   A minimum of 6,000 words of edited composition writing must be completed by the student, excluding journal or other free writing activities and preliminary drafts.
   Some in-class essay writing must also be completed.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   A typical out of class essay assignment is as follows:
   **Assignment:** Explain an object from a personal, cultural, or gendered perspective. You may choose to write about nearly any object—unusual or common place—as long as that object can be touched (is tangible), can be described briefly, and as long as you can focus on a specific object. Your object cannot be like any other object like it. The point of this essay is to construct a meaning or to make sense out of something that already appears to be complete and to have its own meaning. This essay will have two different kinds of writing—description and explanation. You will need to describe your object, but you will also need to show your reader how each detail helps to give your object its meaning.
   **Page Limits:** 1500 words (MLA Format)

   A typical in-class essay exam question is as follows:
   **Assignment:** Using at least two of the readings we have analyzed this unit, discuss problems of masculinity OR femininity in American society. How is femininity or masculinity defined? How are young girls or young boys gendered to be feminine or masculine in our society? What problems are created by this strict gendering—for example, problems with communication or equality or intimacy or violence/assertiveness? What solutions are presented (if any) for redefining what it means to be feminine or masculine? Be specific as possible in your answer and use focused personal experience in your discussion as well as the texts you have prepared for this exam.
   **Note:** Your essay must be fully developed, have a clear thesis statement, and use at least one quote from each text. Make sure that each quote is properly set up and flows within your own discussion.
F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

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

   Successfully take on the college-level reading and writing of English 101. Specifically, students who successfully complete English 50 will be able to articulate the main idea (or thesis) of a reading selection, and make and support reasonable inferences about the attitudes and thoughts of a writer based on evidence supplied in the reading. Additionally, students will be able to write coherent essays that are controlled by a clear unifying theme, perception, or thesis; are organized in a sequence that contributes to clarity and helps fulfill the purpose of the writing; and use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.). Finally, students will be able to examine and analyze their own writing and that of other students with a view toward improving the effectiveness of the writing and correcting errors and weaknesses.

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. Comment and analyze reading selections in directed class discussion,
      a. identifying four major types of discourse: description, narration, exposition, and argument; b. articulating the main idea (or thesis) of a selection or the main unifying theme, perception, or impression in narrative and descriptive writing; c. distinguishing subordinate or supporting ideas and information from main ideas and distinguishing between their own thoughts and opinions and those of the writer; d. making and supporting reasonable inferences about the attitudes and thoughts of a writer based on evidence supplied in the reading selection; and, e. identifying and pointing out examples of techniques by which the writer achieves effects or fulfills the purpose of
the writing (e.g., unifying transitional devices, arrangement of argument or organizing principle of description, use of examples to gain clarity or impact, use of diction which conveys tone or expresses meaning precisely, etc.).

b. Write compositions as assigned, employing the following rhetorical and organizational skills: a. Identify needs of audience for background and information; b. Select modes (s) of discourse (narration, description, exposition, argument) to fulfill purpose of writing; c. Adapt tone and point of view and select argument appropriate for intended audience; d. Limit topic or scope of composition to what can be dealt with responsibly in a given piece of writing; and, e. Establish clearly a unifying theme, perception, or (when appropriate to mode of discourse) thesis for the composition; f. Develop main points or select examples and details which are relevant to and appropriate for the established thesis or theme of the composition; and g. Organize the main parts of the composition, choosing a sequence that contributes to clarity and helps fulfill the purpose of the writing.

c. As part of the writing process, a. write clear introductory and concluding paragraphs which contribute to the overall purpose of the composition; b. (for exposition and argument) express the thesis of the composition in a clear sentence; c. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; d. compose fully developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; and, e. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences.

d. At the sentence level, a. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; b. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, fault shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks).

e. In regards to word use, a. spell words correctly and capitalize according to conventions of standard, edited English prose; b. use words, expressions, idioms according to their conventionally understood meaning; c. use diction which is precise, specific, and economical; d. avoid the use of trite or hackneyed language; and, e. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.)

f. As part of their rewriting process (it is understood that students of composition at this level will not generally achieve a high degree of correctness or effectiveness of expression in their first efforts and that revision skills must be learned as a necessary part of the writing process): a. examine and analyze their own writing and that of other students with a view toward improving the effectiveness of the writing and correcting errors and weaknesses; b. proofread their own and other students' writing for errors of grammar, spelling, and punctuation; and, c. rethink and revise compositions (with the guidance of instructor or of other students) to improve overall organization, clarity and coherence, focus of thought, relevance, and sufficiency of detail or support.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Class work

2. Homework

3. In-class essays

4. Journal writing

5. Midterm Essay Exam
6. Out-of-class essay assignments
7. Quizzes

B. **SUMMATIVE ASSESSMENT**

1. Final Exam (Grammar)
2. Final in-class essay exam