

College of San Mateo

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 11/21/2008

Department: ENGL Number: 102

Course Title: English Practicum Units: 2.0

Total Semester Hours: Lecture: 32 Lab: Homework: 64 By Arrangement:

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

2. Corequisite (Attach Enrollment Limitation Validation Form.)

Concurrent enrollment in ENGL 100

3. Recommended Preparation (Attach Enrollment Validation Form.)

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

(2) (Pass/No pass grading) Minimum of 32 lecture hours per term. Corequisite: concurrent enrollment in ENGL 100. Combined with English 100, English 102 provides extensive practice in critical reading strategies, sentence structure, and grammar as well as essay and paragraph organization and development.

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

Extended practice in critical reading strategies, sentence structure and grammar, as well as a review of essay and paragraph organization and development. Corequisite: concurrent enrollment in English 100. Enroll in English 100/102 sections as paired. (CSU)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

Exhibit the ability to analyze and respond critically to college-level texts.

Write effectively organized text-based expository essays.

Demonstrate an understanding of purpose and audience in reading and writing.

Construct syntactically mature and grammatically sound prose.
Integrate textual material using standard MLA format

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

English 102, Practicum, is designed to increase competency in specific areas of English 100, such as critical reading, sentence structure, grammar, paragraph and essay organization and development.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

To supplement materials in English 100, Practicum will address the following areas: sentence structure, grammar, critical reading strategies, and essay organization and development.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.) **If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.**

In conjunction with designated corequisite of English 100, students will achieve competency in writing from a variety of instructional strategies including lecture, group discussion, small group work and peer editing of drafts for major essay assignments. Students will apply editing skills to major writing assignments as well as to reading logs or journals.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Students will be evaluated in English 100 primarily through written essays. In the Practicum section, evaluation will be based primarily on quizzes, in class writing, and reading journals or logs.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

In conjunction with the designated English 100 course as corequisite, students are required to read the equivalent of five complete works, including two of book length, at least one of which will be expository prose. Texts of the following types may be chosen:

Current Anthologies or Readers:

The Conscious Reader, Caroline Shrodes
Essays that Worked.' 50 Essays from Successful College Applications, Boykin
Curry & Brian Kasbar
One World Many Cultures, Stuart Hirschberg & Terry Hirschberg
The Writer's Presence, Robert Atwan & Donald McQuade
The Arlington Reader: Cannons and Contexts, Lynn Z. Bloom

A Collection of Essays by George Orwell, George Orwell (individual author)

Book-length Works:

Girl with a Pearl Earring, Tracy Chevalier
Barrio Boy, Ernesto Galarza
Angela's Ashes, Frank McCourt
A Hope in the Unseen, Ron Suskind
Doing Our Own Thing, John McWhorter
Nickel and Dimed: On (Not) Getting By in America, Barbara Ehrenrich
Never Cry Wolf, Farley Mowat
Out of Place: A Memoir, Edward Said
This Boy's Life, Tobias Wolff
The Samurai's Garden, Gail Tsukiyama
Savage Inequalities: Children in America's Schools, Jonathan Kozol
The Spirit Catches You and You Fall Down, Anne Fadiman
This Boy's Life: A Memoir, Tobias Wolfe
Growing Up, Russell Baker
The Last Shot: City Streets, Basketball Dreams, Darcy Frey

Workbooks or Handbooks: most recent editions of
A Writer's Reference, Diana Hacker
The Beacon Handbook and Desk Reference, Robert Perrin
The Pocket Handbook, Kirszner and Mandell

Prepared by: _____
(Signature)

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Submission Date: _____