

College of San Mateo
Official Course Outline

1. **COURSE ID:** ENGL 850 **TITLE:** Individual Writing Instruction

Units: 0.5-3.0 units **Hours/Semester:** 24.0-162.0 Lab hours

Method of Grading: P/NP Only

Prerequisite: Ability to speak and read English.

2. **COURSE DESIGNATION:**

Non-Degree Credit

Transfer credit: none

3. **COURSE DESCRIPTIONS:**

Catalog Description:

For all students wishing to improve their writing. Includes individual appointments with a faculty member who will help the student identify problems and develop content. Some writing areas that might receive attention are organization, development, and mechanics although help will be tailored to the specific needs of the student. (May be taken four times for a maximum of 12 units.)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Identify, understand, and incorporate the writing skills they need after completing one-on-one conferences with faculty.
2. Demonstrate mastery of specific writing, research, or critical thinking skills after completion of any tutorials.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

1. Identify, understand, and incorporate the writing skills they need after completing one-on-one conferences with faculty.
2. Demonstrate mastery of specific writing, research, or critical thinking skills after completion of any tutorials.

6. **COURSE CONTENT:**

Lab Content:

Based on the number of units and writing ability of the student, course content will vary. Any area within writing- including "global issues" such as content, use of sources, organization, or sentence-level issues such as clarity, concision, and grammar-is appropriate course content. Thus, the scope of this course varies: Some students may want help developing creative writing such as novels or poetry; others will be working on admission applications for colleges, including personal statements; some students will focus on workplace writing or preparation for graduate school writing; others might concentrate on sentence construction (e.g., writing coherent sentences, expressing ideas using different sentence structures, using correct grammar); others will focus on organizing ideas and writing coherent, logical essays. Students meet individually with an instructor early in the term to discuss their own goals; instructors also review a writing sample to help guide students, particularly with sentence-level needs.

7. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Other (Specify): After discussing with the student his or her goals and after an evaluation of the student's writing ability, the instructor will decide the appropriate scope of the work. Teaching strategies may include explaining and modeling sentence styles, assigning various grammar or sentence-combining exercises to improve sentence style and variety, assigning an essay that analyzes a text, helping a student to develop an outline of an essay, or discussing a reading with a student for comprehension and structure.

8. **REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Students must complete the agreed-upon number of writing and grammar assignments, must attend the required number of workshop sessions, and must demonstrate progress toward goals specified in contract with the instructor.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Kennedy, X.J., Dorothy Kennedy, and Jane E. Aaron. *The Bedford Reader*, ed. -, 2009
- B. Odell, Lee, & Susan M. Katz.. *Writing in a Visual Age*, ed. -, 2009
- C. Boeck, Tammy & Meagan C.. *Connections: Writing, Reading, and Critical Thinking*, ed. -, 2008
- D. Hacker, Diana, & Nancy Sommers. *A Writer's Reference*, 7th ed. -, 2009
- E. Santi Buscemi. *A Reader for College Writers*, ed. -, 2008
- F. Lester Faigley. *The Penguin Handbook*, 2nd ed. -, 2006

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Course Originator: Daniel Keller