

College of San Mateo

Course Outline

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

Date: 11/10/10

Department: ESL

Number: 850

Course Title: Individual Writing
Instruction

Units: .5-3

Total Semester Hours Lecture: Lab: 24 - 144 hours Homework: By Arrangement:
(.5 unit=24 hrs./sem)

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

Grading

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

Faculty Load Credit (To be completed by Division Office; show calculations.):

to be determined at division level

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)
2. **Corequisite** (Attach Enrollment Limitation Validation Form.)
3. **Recommended Preparation** (Attach Enrollment Validation Form.)
4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)
(Pass/ No Pass grading) Minimum of 24 to 144 lab hours per term. 24 hours required for each .5 units of credit. For native speakers of languages other than English having difficulty with their writing. Includes individual appointments with a faculty member who will help students identify problem areas in writing and help students learn to correct writing errors in English. Some writing areas that might receive attention are organization, development, and specific grammar concerns. Help will be tailored to the specific needs of each student. (Units do not apply toward AA/AS degree.) (May be taken four times for a maximum of 12 units.)
5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.) Assistance in writing tasks is given to native speakers of languages other than English. Individual appointments with faculty. Pass/No Pass. Open entry/open exit. Minimum of 24 to 144 lab hours per term. 24 hours required for each .5 units of credit. To increase competency, may be taken four times for a maximum of 12 units.
(Units do not apply toward AA/AS degree.)

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:

1. demonstrate mastery of specific grammar or writing skills after completing specific tutorials;
2. identify, understand and incorporate the writing skills they need to work on after completing one-on-one conferences with faculty;
3. demonstrate a greater understanding and control of their writing process.

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. In this case, "Same as Student Learning Outcomes" is appropriate here.*)

Same as Student Learning Outcomes

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, a sample course syllabus with timeline may be attached.)

Based on the number of units and the writing ability of the student, course content will vary dramatically. Any area within writing—global issues or sentence-level issues or a combination of both—is appropriate course content. The scope of this course will vary from concentrating on parts of speech and simple sentence construction (e.g., writing coherent sentences, expressing ideas using a variety of sentence structures, using correct grammar) to organizing ideas and writing coherent, logical paragraphs and essays. Course content is determined by needs of individual students.

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

After discussing with the students 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 teaching grammatical structures, explaining and modeling sentence styles, requiring an outline of a paragraph or essay, assigning a paragraph or essay including target grammatical structures or sentence styles, practicing proofreading with the student, and assigning proofreading exercises and applications.

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.)

Student must complete the number of agreed-upon number of writing and grammar assignments, must meet with the instructor for a required number of conferences, must complete the required

number of hours in the center, and must demonstrate progress toward goals specified in the contract with the instructor.

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

Textbooks or other teaching materials, including instructional materials online, are selected in accordance with the skill level of the student.

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(Signature)

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Submission Date: 3/12/10 _____