

College of San Mateo Course Outline

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

Date: 11/16/10

Department: English Number: 850

Course Title: Individual Writing Instruction Units: 0.5-3.0

Total Semester Hours Lecture: Lab: 24-144 Homework: 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)

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

1. Prerequisite (Attach Enrollment Limitation Validation Form.)
None
2. Corequisite (Attach Enrollment Limitation Validation Form.)
None
3. Recommended Preparation (Attach Enrollment Validation Form.)
None
4. Catalog Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

(Pass/No Pass grading.) (Open entry/open exit) Minimum of 24 to 144 lab hours per term. 24 hours are required for each .5 units of credit. 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.)(Units do not apply toward AA/AS degree.)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

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. Minimum of 24 to 144 lab hours per term. 24 hours are required for each .5 units of credit. Pass/No Pass grading. Open entry/open exit. Variable units. 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. 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.

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 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.

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 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.

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 must complete the agreed-upon number of writing and grammar assignments, must meet with the instructor 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.)

The Writing Center and English 800 Lab have over 100 texts, including copies of texts often assigned in writing courses; handbooks with grammar, organization, and citation advice; dictionaries for both native speakers and ESL students; and sentence skills books. Both facilities also include tutorials on grammar, sentence fluency, organization, and critical thinking written by CSM faculty. Examples include the following:

Textbooks:

The Bedford Reader. Kennedy, X.J., Dorothy Kennedy, and Jane E. Aaron. 2009.
Connections: Writing, Reading, and Critical Thinking. Boeck, Tammy & Meagan C. Rainey. 2008.

A Reader for College Writers. Santi Buscemi. 2008.

Writing in a Visual Age: Odell, Lee, & Susan M. Katz. 2009.

Handbooks:

The Penguin Handbook. Lester Faigley. Second Edition. 2006.

A Writer's Reference. Hacker, Diana, & Nancy Sommers. Seventh Edition. 2009.

Prepared by:

(Signature)

Email address:

Submission Date: _____