

COURSE OUTLINE **EG060 Fundamentals of English**

Course Description:

EG060. Fundamentals of English Three (3) hours credit (Does not count for graduation credit or transfer to four year institution.)
Prerequisite: none. This course will enable students to write paragraphs that demonstrate grammatical, organizational, and analytical competence for enrollment in an English Composition I course. The course will also provide students with an intensive review and practice of basic grammar and writing skills necessary for a college-level writing class.

Course Relevance:

The principles taught in this course will enable the student to produce clear and accurate written texts necessary for college-level writing. Throughout the course the student will develop a clearer sense of using the English language by writing a variety of paragraphs, reviewing grammar basics, and reading and responding to various texts. Through this exposure to language, the student will acquire the skills necessary for producing college-level texts.

Course Placement:

After taking the ASSET test, any student receiving a raw combined scale score below 80 on the "Writing Skills" and "Reading Skills" tests or a score less than 18 on the ACT will be advised to enroll in Fundamentals of English or in a three hour block of preparatory courses in the Center for Independent Study.

Writing Sample:

Students will be asked to write one or two paragraphs on the first day of class to provide the instructor with an indication of the student's writing ability and to insure correct placement in the course. If a student's writing sample meets the criteria of organization, development, flow of expression, thought, and mechanics that might indicate the ability to complete English Composition I, the instructor may recommend that he/she enroll in an English Composition I course. In addition, students who cannot read and write at a level necessary to complete this course may be advised to enroll in supplemental reading or writing courses in the Center for Independent Study, and/or to obtain a tutor. (See ASSET and ACT Placement Scores Guidelines).

Required Materials:

Text & other materials:

Kelly, W. J. and Lawton, D.L. Odyssey: From paragraph to essay.
(4th ed.). Allyn and Bacon.

A collegiate level dictionary (available in the bookstore) is also highly recommended.

Learning Outcomes:

The intention is for the student to be able to:

1. Generate writing by using freewriting, focused writing, brainstorming, clustering/grouping, and/or reporter's six questions.
2. Write basic sentences, identify basic parts of speech, use correct subject-verb agreement, tense, and voice.
3. Vary sentence structure using coordination and subordination.
4. Narrow topics for paragraphs and write topic sentences.
5. Write and organize descriptive paragraphs using general to specific order, chronological order, emphatic order, and spatial order.
6. Write, organize, and develop paragraphs using description, exemplification, narration, process, comparison and/contrast, classification, and definition.
7. Use a dictionary for spelling and vocabulary.

Learning PACT

Through the student involvement in this course, he/she will develop and document his/her achievement of the following PACT skills:

Primary skills (developed and documented):

1. Writing
 - By way of brainstorming, drafting, and revising skills, the student will write paragraphs based on a variety of rhetorical patterns.
2. Critical thinking
 - Through written assignments and classroom participation activities, the student will develop critical thinking and analytical skills as applied to writing.

Secondary skills (developed but not documented):

Self-concept
Historical interpretation
Aesthetic Response
Teamwork
Valuing Diversity
Reading
Listening
Speaking

Computer Literacy
Internet Use

Assessment Tasks:

These learning outcomes and primary Learning PACT skills will be demonstrated by:

1. A “Common” paragraph assignment given as a Final Exam

Course Content:

(Note: The items listed in the Course Content of Fundamentals of English, English Composition I, and English Composition II follow a parallel structure based on the notion that the writer continues to develop the craft of writing at a progressively higher level.)

- I. Themes - Key recurring concepts that run throughout this course:
 - A. Purpose and Audience
 - B. Rhetorical awareness
 - C. Grammatical accuracy
- II. Issues - Key issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Grammatical accuracy
 - B. Clear, effective sentence and paragraph development
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Purpose and focus (topic)
 - B. Rhetorical Modes
 - C. Audience
- IV. Skills - Actions that are essential to achieve the course outcomes:
 - A. Developing a topical sentence.
 - B. Writing clear and mechanically accurate sentences
 - C. Varying sentence structures.
 - D. Developing a unified paragraph consisting of a topic sentence, supporting details, and a conclusion.

Learning Units:

I. Reviewing The Basics

- A. Identify parts of speech (nouns, verb, etc.) and correctly place them within sentences.
- B. Identify subjects and verbs and use correct agreement and tense.
- C. Know and identify punctuation. Correctly incorporate punctuation in sentences: period, comma, semicolon, colon dash, exclamation point, question mark, quotation marks.
- D. Use a dictionary or handbook for spelling, capitalization, and other spelling and grammatical problems.
- E. Identify and revise grammatical errors, as well as revise and rewrite problems in sentence and paragraph logic, clarity, and completeness

II. Writing Paragraphs

- A. Generate subject matter for writing paragraphs using prewriting techniques.
- B. Write topical sentences that develop one idea/topic/focus.
- C. Know and incorporate transitional words and phrases within a paragraph.
- D. Write paragraphs using description, exemplification, narration, process, comparison and/contrast, classification, and definition as a means of critically thinking about and organizing a paragraph.
- E. Identify and revise grammatical errors, as well as revise and rewrite problems in sentence and paragraph logic, clarity, and completeness.

III. Writing Requirements

- A. Ability to use prewriting techniques.
- B. Descriptive Paragraph (one or more of each):
 1. General to specific or Specific to General.
 2. Chronological Order.
 3. Spatial Order.
 4. Emphatic Order.
- C. Organizational Paragraphs (one or more of each):
 1. Exemplification
 2. Narration
 3. Process
 4. Comparison and Contrast
 5. Classification
 6. Definition

IV. Optional Writing

- A. Write and arrange a basic essay (including introduction, with a thesis statement, two/three paragraph body, and conclusion) using any method of development or organization.
 - 1. A thesis statement
 - 2. An introduction, body, and conclusion.
 - 3. A four/five part basic essay.

Learning Activities:

Classroom:

Methods of class instruction will include class discussion/notes, open lecture, exams, tests (including quizzes and chapter or unit tests), handouts, audio-visual aids, study guides, writing assignments (included in a portfolio), panel discussions, reports, and individual conferences. All instructors may use these methods individually or in combination. The Center for Independent Study (CIS) tutors are available for those students having difficulty in a particular area to seek additional assistance in course work.

Grade Determination:

Evaluations are based on the following: attendance/participation, exercises and exams, and the portfolio. Grades are determined by total points and are distributed in the following fashion: 90% and above - A, 80% - B, 70% - C, 60% - D. Any questions about grades should be directed toward the instructor.