



**IMPERIAL COMMUNITY COLLEGE DISTRICT  
IMPERIAL VALLEY COLLEGE  
COURSE OUTLINE-OF-RECORD**

**DIVISION:** Arts and Letters

**DATE:** November 03, 2011

**COURSE TITLE:** Basic English Composition

**COURSE NO.:** ENGL 098

**UNITS:** 3

**LEC HRS.** 54.00

**LAB HRS.** 0

If cross-referenced, please complete the following

**COURSE NO.(s)**

**COURSE TITLE**

**I. COURSE/CATALOG DESCRIPTION:**

Preparation for Engl. 100 (Engl. 2B). Provides developmental instruction approaching the college level in paragraph and short essay writing. The course follows in sequence from Engl. 097 (Engl. 3B).

**II. A. PREREQUISITES, if any:**

ENGL 097 with a minimum grade of C or better and/or score of 098 on holistic essay.

**B. COREQUISITES, if any:**

**C. RECOMMENDED PREPARATION, if any:**

**III. GRADING CRITERIA:**

Letter Grade Only

**IV. STUDENT LEARNING OUTCOMES:**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

**V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":**

Upon satisfactory completion of the course, students will be able to:

1. Student will develop and use discovery techniques and apply these techniques to expository writing with 3 to 5 paragraph essays.
2. Student will generate ideas based upon knowledge of concrete data and will be able to express ideas amply in terms of an emerging thesis statement.
3. Student will organize data necessary to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on description, narration, definition, and comparison.
4. Student will recognize and identify various audiences, both general and academic.
5. Student will develop text interpretation supported by citations from the reading with emphasis on vocabulary development.
6. Student will practice a variety of sentence types and successfully demonstrate clean and correct sentence patterns. Student will work to master subject-verb agreement, consistent verb tense, avoiding fragments and run-ons.
7. Student will practice effective sentencng and use connotative and figurative language while writing with special attention given to proofreading.
8. Student will participate in a number of activities and areas of study as deemed appropriate by the instructor.

**VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:**

CORE CONTENT	APPROX. % OF COURSE
1. Development of discovery techniques with emphasis on expository writing.	10.00%
	14.00%

2. Generation of ideas based upon the student's knowledge of concrete data and ability to express ideas for topic sentences or controlling main ideas.	
3. Organization of the data to support the thesis sentence, using mainly descriptive, narrative, definitive, and comparative modes.	14.00%
4. Identification and development of the student's own public voice and point of view for a specific audience.	10.00%
5. Development of interpretation of classic narrative/literacy texts with emphasis on vocabulary development.	14.00%
6. Study of sentence types and effective sentence structure.	16.00%
7. Study, practice, and application of standard grammar and graphic conventions.	16.00%
8. Other activities as deemed necessary by the instructor for individual classes to achieve course goals.	6.00%
TOTAL	100%

**VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:**

Class Activity

Essay

Mid-Term/Final Exam(s)

Objective

Oral Assignments

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

**VIII. INSTRUCTIONAL METHODOLOGY:**

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity

Lecture

Simulation/Case Study

Distance Learning

Audio Visual

Computer Assisted Instruction

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

**IX. ASSIGNMENTS:**

**X. TEXTBOOK(S) AND SUPPLEMENT(S):**

Deen, R., Ponsot, M. (1985). *The Common Sense* (1st/e). Heinle. ISBN: -

Buscemi and Smith (2004). *75 Readings* (9th/e). McGraw-Hill. ISBN: -

Langan, J. (2001). *College Writing Skills with Readings* (5th/e). McGraw-Hill. ISBN: -