



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

DIVISION: Arts and Letters

DATE: October 20, 2011

COURSE TITLE: Basic English Composition II

COURSE NO.: ENGL 009

UNITS: 4

LEC HRS. 72.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

Preparation for ENGL 101 (ENGL 1A). The course seeks to facilitate the student's mastery of the short essay at the college level. The course follows in sequence from ENGL 008(ENGL 098).

II. A. PREREQUISITES, if any:

ENGL 008 with a minimum grade of C or better or
Score of 5009 on the English Composition placement test.

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

Concurrent enrollment in an appropriate reading class is strongly recommended.

III. GRADING CRITERIA:

Letter Grade or Pass/No Pass

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:

1. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

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

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

1. Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, including a mini research paper.
2. Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.
3. Organize content to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on comparison/contrast, definition, cause/effect, and argumentation.
4. Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.
5. Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.
6. Practice a variety of sentence types and demonstrate principles of effective sentence construction and punctuation, including correct use of the comma, semicolon, quotation mark, apostrophe, and parentheses.
7. Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.

8. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, including a mini research paper.	11.00%
Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.	18.00%
Organize data to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on comparison/contrast, definition, cause/effect, and argumentation.	20.00%
Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.	11.00%
Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.	11.00%
Practice a variety of sentence types and demonstrate principles of effective sentence construction and punctuation, including correct use of the comma, semicolon, quotation mark, and parentheses.	11.00%
Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.	11.00%
Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.	7.00%
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
 Field Trips
 Community Service
 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:

Out-of-class:

Multi-paragraph research papers. For example: Read the following essays on gender and sexism in the workplace. Then write a 4-6 page essay synthesizing the arguments in the essays and offering your opinion on the topic. Make sure to document your sources using MLA guidelines. At least 4-5 multi-paragraph essays using various writing patterns (compare/contrast, definition, cause/effect, etc). For example: Write a 4-6 page comparison/contrast essay on topic X. Make sure to document your sources using MLA guidelines. Out-of-class reading assignments.

Reading and Writing:

Journal writing assignments on given topics or freewriting exercises. Prewriting strategies. For example: Get in groups of 3-4 and develop an argumentative response to topic X. Make sure to list out the pros and cons and develop a clear thesis and supporting points. Present your argument to the class. Reading comprehension: Read the following essay and answer the reading and analysis questions that follow. Quizzes on grammar, sentence structure, reading comprehension, research strategies, and MLA. In-class essay assignments focusing on a response to a given text.

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

Brandon, Lee (2010). *Paragraphs and Essays: With Integrated Readings* (11/e). Houghton Mifflin.
 Doman, Edward A. (2010). *Four in One: Rhetoric, Reader, Research Guide, and Handbook* (5/e). Longman.
 Hacker, Diana (2010). *Rules for Writers* (6/e). Bedford/St. Martin's.
 McLean, Scott (2011). *Writing for Success Flat World Knowledge*.
 Brand, Stewart (1999). *The Clock of the Long Now: Time and Responsibility* Basic Books.
 Deen, R. and Ponsot, M. (1985). *The Common Sense* Heinle.

Attached Files

[English-008-009-Matrix](#)
[English009-DE](#)