



## English 0999 Basic Reading and Composition Course Syllabus

<b>Semester Hours:</b>	Three (3) Hours Per Week
<b>Semester:</b>	FALL 2019
<b>Meeting Time/ Place:</b>	T TH – Block 3 12:25 PM – 1:50 PM
<b>Grading Type:</b>	Credit/No Credit
<b>Instructor:</b>	Ashlee Guthrie
<b>Email:</b>	ashlee.guthrie@aspirepublicschools.org
<b>Office Phone:</b>	(209) 943-2389

### The California School of Education Mission Statement

The California School of Education (CSOE) at Alliant International University prepares competent, confident, and conscientious educational leaders, who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

### California School of Education Conceptual Framework

The Conceptual Framework for Alliant International University’s California School of Education Teaching Credential Program is grounded in three major theoretical and practical educational constructs. It is our shared belief that theory and practice are reflexive domains which intersect across the education continuum. The first tenant of our Conceptual Framework is constructivist theory, which views learners as conscious agents whose background and prior knowledge and dispositions greatly contribute to their participation in the learning process. The second major component is the affirmation of, the commitment to, and the support for issues of diversity, inclusive of multiculturalism, cross-culturalism, and globalism. The third is grounded in neuropsychological research which addresses intelligences, problem solving and conceptualization, planning and organization, academic skills, memory and cognition, language, emotions, behavior and personality, perceptual motor abilities, and attention.

## **RATIONALE**

ENG 0999—Basic Reading and Composition— is a **credit/no credit course** meant for students who need to achieve a skill level in writing and reading appropriate for entry into their college courses.

## **COURSE DESCRIPTION AND PURPOSE**

ENG 0999—Basic Reading and Composition—is a prerequisite before advancing to ENG 1106.

In this course we will focus intensively on the writing and reading of paragraphs and short essays. We will also review sentence skills. You'll participate in small groups and workshop activities as part of the learning process. C level competency required for advancement to ENG 1106.

## **SPECIFIC COURSE LEARNING OUTCOMES AND ASSESSMENT**

<b>COURSE OBJECTIVES</b>	<b>COURSE ASSESSMENT OF EACH OBJECTIVE</b>
<b>WRITING</b> Demonstrate competency in each step of the writing process—prewriting, drafting, revising, and editing.	<ol style="list-style-type: none"><li>1. Prewriting Activities</li><li>2. Drafts</li><li>3. Revisions</li><li>4. Final Paragraphs/Essays</li><li>5. Exams</li></ol>
Compose clear, unified, coherent, well-developed paragraphs and short essays, varying structure and style to adjust to the audience and/or purpose for writing.	<ol style="list-style-type: none"><li>1. Paragraph and Essay Writing</li><li>2. In-class exercises</li><li>3. Workshopping</li></ol>
Identify and correct sentence skills errors, especially subject/verb agreement errors, fragments, fused sentences, and comma splices.	<ol style="list-style-type: none"><li>1. In-class Exercises and Homework Assignments</li><li>2. Quizzes</li></ol>
Use punctuation appropriately, especially commas and semicolons.	<ol style="list-style-type: none"><li>1. In-class Exercises and Homework Assignments</li><li>2. Exams</li></ol>
Recognize and be able to write sentences in the four major patterns: simple, compound, complex, and compound-complex.	<ol style="list-style-type: none"><li>1. In-class Exercises and Homework Assignments</li><li>2. Paragraph and Essay Writing</li></ol>

<p>Demonstrate competency in using appropriate sentence variety, using coordination and subordination.</p>	
<p><b>READING</b>          Demonstrate competence in reading prose texts of various modes (narration, description, exposition, and argumentation).</p> <p>Show competence in locating central ideas (theses, topic sentences) and related supporting ideas.</p> <p>Be able to evaluate an essay's use of coherence and support.</p> <p>Show development of college-level vocabulary and ability to analyze texts for ideas.</p>	<ol style="list-style-type: none"> <li>1. In-class out-loud reading</li> <li>2. Reading assignments out of class</li> <li>3. In-class reading responses</li> </ol>

**INSTRUCTIONAL STRATEGY**

The class meets twice a week for 16 weeks. All the writing you do for the class will be done during each class session. Assignments will be turned in at the end of each class. You may do your work on the computers provided in the classroom, or on computers you bring yourself, or you may write longhand on paper.

Besides writing in class, you will have ample opportunities to workshop your writing through in-class peer group and one-on-one sessions with me. We will also be reading materials in class and responding to them in discussion groups and in writing.

The course will also have a Moodle online page and you may be asked to participate in various electronic forum discussions.

**COURSE READINGS AND MATERIALS**

Please purchase and always bring to class the following materials:

- Textbook: Langan, John (2009). *Exploring writing: sentences and paragraphs* (2<sup>nd</sup> ed.) McGraw Hill, 2010 ISBN 0073371866 / 9780073371863
- Loose Paper
- Pens, pencils
- Chromebook computer (provided in classroom)

## **COURSE FORMAT, METHODS, PROCEDURES**

ENG 0999 is a learner-centered course. You'll be actively involved in your own learning process while also supporting the learning of the other class participants. As instructor I'll facilitate your learning by providing materials and instruction and by working with you on your individual developmental needs in academic writing and reading skills.

The class is conducted primarily as an intensive, hands-on workshop. We will meet together as a collective class some of the time but will also often work in groups or individually in a workshop format. You'll be able to use the computers provided to compose writing assignments and explore online writing assistance sites.

Plan on always submitting your writing assignments at the end of each class via email or as hard copy, pen on paper.

### Attendance/Participation

Full attendance is required and expected; unexcused absences will negatively affect your final grade. Excused absences include verified illnesses and family emergencies. You are expected to inform me in advance if a class must be missed. You are responsible for identifying and completing any work missed.

Please read assigned material prior to class and be prepared to answer questions or take a short quiz related to the assignment.

## **POLICIES AND PROCEDURES**

1. Responsibility to Keep Copies Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.
2. Respectful Speech and Actions Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern. As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.
3. Academic Code of Conduct and Ethics The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Your conduct is expected to be in accordance with the standards of

the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.*** The University reserves the right to use plagiarism detection software.

4. Disability Accommodations Request If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.
5. Policy on Course Requirements During Religious Holidays Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.
6. Resources for Obtaining Tutoring or Other Student Support Services Your Ivy Bridge Success Coach will be contacting you regularly via email. Alliant tutors are also available to help you with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.
7. Problem Solving Resources If problems arise with faculty, other students, staff, or student support services, please contact your Success Coach. If, after that, you still feel you need more assistance, please contact the Dean of Students.

## **COURSE REQUIREMENTS**

### Writing Assignments

You will complete a variety of paragraph assignments through successive drafts, as well as many sentence exercises throughout the course. You'll also write one practice five-paragraph essay and a final "on demand" in-class essay on the last day of class. You'll have the entire class session to write that essay. It will be your opportunity to show what you've learned.

All writing and revising for this course will be done in class. You'll be asked to turn in your work via Google Classroom or email it to me at the end of each writing session.

Each writing assignment may be revised as many times as needed to reach a competency level.

### Sentence Skills

Section 3 of our text book covers Sentence Skills. We will work collectively on a variety of skills in class, but, after consulting with me individually, you will also be assigned specific sections to especially concentrate on. These exercises will be done both in and out of class. Your competence with sentence skills will be factored into your papers' final grades.

### **EVALUATION**

Your final grade will be determined by your completion of the following:

Multiple Paragraphs and One Practice Essay per class: 15 @ 5pts each = 75  
Midterm Essay 10 pts and Final In-class Essay 15 pts = 100 total points  
60 points and above = credit / 59 points and below = no credit

**COURSE SCHEDULE** Note: Additional readings and assignments may be added.

### **Week 1      Read pp. 2-15**

#### PART ONE WRITING: SKILLS AND PROCESS

Course Introduction

Syllabus

Sentence Skills Diagnostic Test

Getting to know our text

Paragraph Practice: Narrating an Event

Diagnostic Writing Sample

### **Week 2      Read pp. 2-15**

An Introduction to Writing

Understanding Point and Support

An Important Difference Between Writing and Talking

Point and Support in Two Cartoons

Point and Support in a Paragraph

Writing as a Skill

Why Does Your Attitude toward Writing Matter?

Writing as a Process of Discovery

Keeping a Journal

### **Week 3      Read pp. 16-43**

The Writing Process

How Do You Reach the Goals of Effective Writing?

Prewriting  
Technique 1: Freewriting  
Technique 2: Questioning  
Technique 3: Making a List  
Technique 4: Clustering  
Technique 5: Preparing a Scratch Outline  
Writing a First Draft  
Writing a First Draft: A Student Model  
Revising  
Revising: A Student Model  
Editing and Proofreading  
Editing Tips  
Proofreading Tips

#### **Week 4**

Editing and Proofreading: A Student Model  
Tips on Using a Computer  
Using a Computer at Each Stage of the Writing Process  
Using Peer Review  
1. Identification  
2. Scratch Outline  
3. Comments  
Review Activities  
Prewriting  
Outlining, Drafting, and Revising  
Taking a Writing Inventory  
Chapter Review

#### **Week 5 Read pp. 44-84**

3. Four Steps for Writing, Four Bases for Revising  
What Are The Steps to Writing Effective Paragraphs?  
Step 1: Make a Point  
Step 2: Support Your Point  
Step 3: Organize the Support  
Step 4: Write Clear, Error-Free Sentences  
Four Bases for Revising Writing  
Base 1: Unity  
Base 2: Support

Base 3: Coherence

Base 4: Sentence Skills

### **Week 6 Read pp. 85-96**

Nine Patterns of Paragraph Development

Important Considerations in Paragraph Development

Knowing Your Subject

Knowing Your Purpose and Audience

Patterns of Development

1. Exemplification

A Paragraph to Consider

Writing an Exemplification Paragraph

2. Narration

A Paragraph to Consider

Writing a Narrative Paragraph

### **Week 7 Read pp. 97-113**

3. Description

A Paragraph to Consider

Writing a Description Paragraph

4. Process

A Paragraph to Consider

Writing a Process Paragraph

Nine Patterns of Paragraph Development

### **Week 8**

5. Cause and Effect

A Paragraph to Consider

Writing a Cause-and-Effect Paragraph

6. Comparison or Contrast

A Paragraph to Consider

Writing a Comparison or Contrast Paragraph

Midterm Exam (in-class essay)

### **Week 9 Read pp. 114-125**

7. Definition

A Paragraph to Consider

Writing a Definition Paragraph

8. Division-Classification

A Paragraph to Consider

Writing a Division-Classification Paragraph



## **Week 10**

### 9. Argument

A Paragraph to Consider

Researching the basis for an Argument Paragraph

Writing an Argument Paragraph

## **Week 11 Read pp. 126-132**

### 5. Moving From Paragraph to Essay

What Is an Essay?

Differences between an Essay and a Paragraph

The Form of an Essay

A Model Essay

Important Points about the Essay

Introductory Paragraph

Common Methods of Introduction

Supporting Paragraphs

Transitional Sentences

Concluding Paragraph

## **Week 12 Read pp. 133-142**

Essays to Consider

Planning the Essay

Outlining the Essay

Form for Planning the Essay

Practice in Writing the Essay

Understanding the Two Parts of a Thesis Statement

Supporting the Thesis with Specific Evidence

## **Week 13**

Beyond the introduction:

Revising an Essay for All Four Bases: Unity, Support, Coherence,  
and Sentence Skills

Essay Assignments

Additional Writing Assignments

## **Week 14**

Horizontal and Vertical Research (prove it!) How do you know what you know, how can you prove what you know, how can you help people believe what you know?

## Week 15

Effective Distance Workshopping and Writing (multicultural, multilingual, multiple-perspective). Real-time distance conferences with individuals around the world for writing and research workshops

## Week 16

Oral discussions of your papers / Final Exam (in-class essay)

### ***Sentence Skills and Essay Correction Symbols***

The left-hand column lists some of the most common symbols I use when reading your work. In the next columns I've also included the full word or phrase and a brief explanation. Be sure you understand the nature of any error you make so that you avoid it in future essays. An excellent source on the Web for everything you ever wanted to know about grammar and sentence skills is at

<http://grammar.ccc.commnet.edu/grammar/>

Also most of these are covered in your English handbook. Feel free to see me for any further explanation.

AB	abbreviation	Write out the entire word, phrase.
AGR	agreement	Correct the mistake in agreement between subject and verb or pronoun and the word the pronoun refers to.
APOS	apostrophe	Correct the apostrophe mistake: put it in or take it out.
ART	article	Correct the mistaken use of articles: <u>a</u> , <u>an</u> , or <u>the</u> .
BSP	basic sentence pattern	Revise sentence structure to reflect proper form or pattern.
C	comma	Comma mistake, other than comma splice; review the rules of comma usage.
CAP	capital	Use a capital letter.
COH	coherence	The sentence, paragraph, marked section lacks coherence, i.e. does not hold together or read logically or smoothly.
COOR	coordination	Fix sentence to reflect proper coordination.
COL	colon (:)	Check for proper colon (:) use.
CS*	comma splice (or fused sentence)	You have "fused" together two independent clauses with a comma. This is a no-no. Use a coordinating conjunction and a comma; use a semicolon by itself; use a semicolon and an adverbial conjunction; separate the independent

		clauses into two sentences; or, turn one of the independent clauses into a subordinate clause.
DM	dangling modifier	A modifier that opens a sentence must be immediately followed by the word it is meant to describe. Not: "While smoking a pipe, <u>my dog</u> sat with me by the crackling fire," but "While smoking a pipe, <u>I</u> sat by the fire with my dog," (unless, of course, your dog was smoking!)
DET	details	Support the section with more details.
EL	ellipsis (. . .), (. . . .)	Use ellipsis properly: three periods for words left out of the middle of a sentence, four for words left out at the end of a sentence.
FRAG*	fragment	A fragment is an incomplete sentence. Correct it by adding a subject or verb, or by connecting it to the previous or following sentence.
ID	idiom	Revise the expression to make it idiomatic, i.e. the way it is normally said in Standard English.
LC	lower case	Use lower case letters.
PAR	parallelism	Make the elements of your sentence parallel. Not: "I like to run, swim, and playing tennis," but "I like to run, swim, and play tennis."
PAREN	parenthesis	Fix your use of ( )
PER	period	Insert a period
PL	plural	Use the plural form of the word.
PREP	preposition	Use the preposition properly.
PRO	pronoun	Use the proper pronoun.
PRO REF	pronoun reference	Make sure your pronoun refers accurately to a noun, pronoun, or other appropriate sentence element.
PV	point of view shift	Keep your point of view consistent.
QUO	quotation	Use the quotation marks (" ") properly.
RED	redundant	Don't say the same thing twice unless really necessary.
REP	repetition	Don't repeat yourself unnecessarily.
RO*	run-on sentence	A major no-no, run-on sentences are made up of at least two independent clauses with no appropriate punctuation separating them.
SC	semicolon	Revise semicolon (;) error.
SING	singular	Use the singular form of the word.
SUB	subordination	Use proper subordination.
VF	verb form	The form of the verb you've used is inaccurate, i.e. "was running," not "was ran."
VT	verb tense	The tense of the verb is incorrect.

WDY	wordy	Too many words for what you're saying, i.e. "I'm from the city of Los Angeles in the state of California." Better: "I'm from Los Angeles."
WIRMI	inappropriate or confusing words or phrases	"What I Really Mean Is"--rewrite the section after you've asked yourself, "What do I really mean?"
WF	Word form is incorrect.	e.g., "cliché" (noun), "clichéd" (adjective)
WW	wrong word	You've used a word incorrectly; revise.