

Syllabus

English 090 Basic Composition

Credits 3 (45 contact hours) ^{9/05}

Instructor:

E-mail:

Phone:

Office: M4555

Office Hours:

Catalogue Description: This course will emphasize critical thinking as students explore writing for specific purposes and audiences. Students will develop skills required for college-level writing while reviewing paragraph structure and focusing on essay development.

Pre-requisite: Successful completion of ENG 060 or CPT Sentence Skill Score 70-94

Co-requisite: REA 090 is recommended or a CPT Reading score of 80+

Texts: *Seeing the Pattern*, K. McWhorter, Bedford & St Martin

Everyday Writer's 3rd ed. Lunsford, Bedford & St. Martin

Recommended: The American Heritage Dictionary, a Roget's or Webster's thesaurus

Course Materials: three-ringed, loose-leaf notebook, computer disk, notebook, pens, highlighters

Course Objectives: Students who successfully complete English 090 will demonstrate ability to

- I. Understand and develop writing as a process in college preparatory essays by
 - A. Prewriting
 - B. Analyzing purpose audience, and point of view
 - C. Drafting
 - D. Reading/reviewing drafts
 - E. Revising
 - F. Using appropriate word choice and various sentence structures
 - G. Editing for correctness
- II. Apply knowledge of the writing process to a variety of college preparatory reading and writing tasks by
 - A. Responding to texts in writing
 - B. Understanding and using vocabulary appropriate to the study of composition, methods of organization, and grammar
 - C. Developing the various components of formal essays
 - D. Selecting and employing appropriate organizational strategies
 - E. Matching form to a variety of writing purposes
 - F. Practicing basic citation/documentation skills as appropriate
 - G. Incorporating researched material as appropriate
- III. Integrate reading, writing, and critical thinking skills at a college preparatory level by
 - A. Reading closely to identify, analyze, evaluate, and discuss with fluency an author's purpose, tone, methods of development, thesis, credibility, and validity (for print and on-line text)

- B. Applying close reading discoveries to writing summaries, critical analyses, and reactions
- IV. Succeed in a supportive learning environment by
 - A. Taking responsibility for their learning
 - B. Developing a reflective attitude toward their own learning
 - C. Experiencing reading and writing as processes of discovery
 - D. Monitoring their own comprehension and asking questions
 - E. Developing a sense of community with other learners
- V. Incorporate college support systems, as available, by
 - A. Following the advising procedures to ensure accurate placement
 - B. Applying appropriate learning strategies to self-management in completing work and seeking appropriate help with writing assignments
 - C. Taking advantage of Writing Center (M2855) expertise to develop skills that may not be covered in the classroom
 - D. Using technology as appropriate. Drafts and final papers must be word-processed.

Student Performance Objectives

1. Complete diagnostic pre and post writing samples.
2. Read and respond (often in writing) to at least 5 readings from the text.
3. Discuss readings and other source materials analytically and evaluatively, using a critical thinking perspective in small groups or as a class.
4. Practice research skills.
5. Maintain a record of summaries, writings, analysis, grammar, etc. Account for personal grammar errors in compositions and establish a means for correcting and avoiding errors. Instructors may assign the following types of essays: narration or reflection, problem solution, persuasion, classification, definition, etc.
6. Write (plan, draft, revise, and edit) four or five formal multi-paragraph compositions. One essay will be written in class. One essay will require an outline using MLA guideline. Graphic organizers will be required.
7. Study the textbooks and other materials to master common sentence errors.
8. Participate actively in peer response groups.
9. Use the CD-ROM and web site that accompanies the text as assigned by the instructor.

Grading Criteria:

Grades are determined according to the following scale:

92 – 100 %	= A, work of superior achievement
91 – 84%	= B, above average achievement, consistent mastery
83 - 75%	= C, reasonable competence
74 – 66%	= D, less than acceptable competence
65 – 0%	= F, little or not competence, suggests failure

Since many of the point value assignments are completed during class time, attendance in the class is critical for success. Assignments **MAY NOT** be made up. Homework assignments which are handed in late will receive point deductions **per day** late.

Note: A grade of “A” or “B” indicates that a student has demonstrated the skills necessary to successful completion of ENG 121/131. A grade of “C” in ENG 090 may indicate minimal competence for ENG 121/131. Therefore, the “C” student is advised to discuss his/her readiness with the instructor. In addition, students must also have a CPT Reading score of 80+ or a successful grade in REA 090 to take ENG 121.

Attendance Standards: Regular and punctual attendance is expected of all students, and the instructor, starting the first class meeting, will keep a complete record of attendance. Any students who have 15% or greater absence from a class starting from the first class meeting are in danger of failing. The student is responsible for properly processing a withdrawal. The last date to withdraw is The last date to drop for a refund is

Special Notes:

- a. Manuscript form is required for all formal writing assignments. Drafts and final papers must be typed or word-processed. Also, you may receive help on your papers from Writing Center, M2855, 303-797-5830.
- b. The average student can usually anticipate approximately two hours of preparation for every hour of class time. Therefore, an ENG 090 student can anticipate six (6) hours of coursework/preparation outside of class per week.

Students understand that grades are based on the quality and competence reflected in their work irrespective of the time and effort involved. For most people writing is a difficult and time-consuming endeavor, and often the rewards are evident not in the grade assigned but in accomplishing true self-expression and significant thought. Therefore, do not despair at the typical frustrations and anxiety.

Arapahoe Community College provides a variety of services to help students successfully achieve their goals.

The Writing Center (M2855) offers tutorial assistance on writing assignments for all college courses. Appointments are necessary. 303-797-5830.

The Counseling Center (M2010) offers career counseling, educational planning, initial student crisis counseling and referral help to outside agencies.

The Center for Academic Resources & Tutorial Services (M2710) provides free tutoring services for qualified students enrolled in developmental and vocational courses.

Disability Services (M2710) offer support services for students with disabilities who have documentable need for accommodation. To request accommodations please make an appointment or call 303-797-5937 v/tty.

Career Center (M2820) focuses on career exploration, job placement, and employment services.

Financial Aid (M2110) assists with information concerning all types of scholarships and financial aid sources.