

# ILLINOIS VALLEY COMMUNITY COLLEGE



## Course Syllabus

**DIVISION:** English, Mathematics, Education

**Course:** ENG 0909 English Lab

**Date:** November 15, 2006

**Semester Hours:** 1

**Prerequisite(s):** None

**Delivery Method:**

<input checked="" type="checkbox"/> <b>Lecture</b>	<b>1 Credit Hours</b>
<input type="checkbox"/> <b>Seminar</b>	<b>0 Credit Hours</b>
<input type="checkbox"/> <b>Lab</b>	<b>0 Credit Hours</b>
<input type="checkbox"/> <b>Clinical</b>	<b>0 Credit Hours</b>
<input type="checkbox"/> <b>Online</b>	
<input type="checkbox"/> <b>Blended</b>	

**Offered:**  **Fall**     **Spring**     **Summer**

IAI Equivalent – **Only for Transfer Courses**–go to <http://www.itransfer.org>:

### **CATALOG DESCRIPTION:**

This individualized course provides opportunities for students to strengthen their writing skills in one or more areas in which they have a demonstrated weakness. It is required for any student who places into ENG 1001 but whose placement writing sample demonstrates one or more areas in which the student needs to improve to succeed in ENG 1001. The student must enroll in and pass this course to receive a passing grade in ENG 1001. Course topics may include the following: pre-writing strategies, essay structure and development, paragraph structure and development, syntax, grammar, mechanics, and revision strategies. Instruction is presented via a number of learning modalities that may include the following: computer programs, videos, books, computer-aided instruction, and/or one-on-one instruction. This course does not receive college credit and is graded on a pass/fail basis.

## **GENERAL EDUCATION GOALS ADDRESSED**

*[See the last page of this form for more information.]*

### **Upon completion of the course, the student will be able:**

[Choose those goals that apply to this course. ]

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

## **EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:**

*[Outcomes related to course specific goals.]*

### **Upon completion of the course, the student will be able to:**

Based upon individual student needs:

1. determine a topic and to narrow it through pre-writing
2. develop a workable thesis statement
3. develop a preplan for an essay and follow that preplan in writing the essay
4. Write well-developed, unified, and coherent paragraphs
5. learn a variety of methods for effectively introducing and concluding an essay
6. write clear, concise sentences in a variety of styles which support the thesis
7. use correct syntax, grammar, and mechanics
8. employ transitional devices for the logical progression of the essay
9. revise and edit an essay effectively

## **COURSE TOPICS AND CONTENT REQUIREMENTS:**

Based upon individual student needs:

1. Topic
2. Thesis
3. Introduction
4. Conclusion
5. Supporting Details
6. Body Paragraphs

6. Transitional Devices
7. Syntax
8. Grammar and Mechanic
9. Revision Strategies

**INSTRUCTIONAL METHODS:**

1. Preliminary diagnostic writing and consultation with an instructor
2. Module work, appropriate to the needs of each student through the use of books, videos, computer-aided instruction, and/or one-on-one instruction.
3. Possible writing of essays and consultation with an instructor
4. Exit writing sample and consultation with an instructor

**INSTRUCTIONAL MATERIALS:**

Various textbooks, software, and videos available in the Reading, Writing, and Study Skills Lab.

**STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

1. Sixteen hours of class attendance
2. All written work discussed with and evaluated by an instructor before the student moves on to another segment of the course.
3. Demonstration of skills related to pre-writing, writing, and re-writing an essay.
4. Demonstration of skill in using correct and effective syntax, grammar, and mechanics.

**OTHER REFERENCES**

Adkins, Jeanette. The Prentice Hall Grammar Workbook. Pearson Education, 2003.

Fergenson, Laraine and Marie Louise Nickerson. All in One. 4<sup>th</sup> ed. Prentice Hall, 1999.

Fitzpatrick, Carolyn, Marybeth Rusciaca, and Vincent Fitzpatrick. The Complete Sentence Workbook. 5<sup>th</sup> ed. Pearson Education, Inc., 2004.

Kirszner, Laurie G. and Stephen Mandell. Basic College Writing. 2<sup>nd</sup> ed. New York: W.W. Norton and Company, Inc., 1982.

Langan, John. English Skills with Readings. 5<sup>th</sup> ed. New York: McGraw-Hill Book Company, 2002.

Langan, John. *Sentence Skills*. 7<sup>th</sup> ed. McGraw-Hill, 2003.

Langan, John. *Sentence Skills with Readings*. 2<sup>nd</sup> ed. McGraw-Hill, 2001.

Scarry, Sandra and John Scarry. *The Writer's Workplace*. 5<sup>th</sup> ed. Harcourt Brace College Publishers, 2005.

#### VIDEOS:

Effective Communication Skills--"Revising and Proofreading the Composition," "Developing the Composition," and "Concluding the Composition"

"Effective Writing Skills"

"How to Write An Expository Theme"

"Identifying Grammatical and Mechanical Errors"

"Miracle Man"

"Understanding Sentence Structure"

The Write Course--"Discovering Ideas," "Revision," "Sentence Patterns," "Sentence Strategies," "Sharpening the Focus," "Structuring the Topic," "Style"

#### COMPUTER:

Various computer software available in the Reading, Writing, and Study Skills Lab

Form Revised: 3/2/05