

LABETTE COMMUNITY COLLEGE BRIEF SYLLABUS

SPECIAL NOTE:

This brief syllabus is not intended to be a legal contract. A full syllabus will be distributed to students at the first class session.

TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE (if any):

Please check with the LCC bookstore <http://www.labette.edu/bookstore> for the required texts for this class.

<u>COURSE NUMBER:</u>	ENGL 095
<u>COURSE TITLE:</u>	WRITING ESSENTIALS
<u>SEMESTER CREDIT HOURS:</u>	3
<u>DEPARTMENT:</u>	English
<u>DIVISION:</u>	General Education
<u>PREREQUISITE:</u>	English Placement Test (Native Speakers of English) English Placement Test and TOEFL score of 520 (Non-Native Speakers of English)

COURSE DESCRIPTION:

This course is designed to help students obtain the skills they need to succeed in English Composition I. Serving those students who do not feel comfortable with their present composition skills or those whose tests scores show inadequate preparation for college composition, the course focuses on sentence level concerns and emphasis the importance of writing clear, well organized. (Developmental Course)

COURSE OUTCOMES AND COMPETENCIES:

Students who successfully complete this course will be able to:

1. Demonstrate their ability to master standard usage skills

- Recognize and use subjects/predicates correctly.
- Recognize and use action/linking verbs.
- Recognize and use independent and dependent clauses correctly.
- Recognize and avoid the use of fragments.
- Recognize and avoid the use of run-on sentences and comma splices.
- Recognize and use appropriate verb tenses.
- Recognize and use singular and plural pronouns correctly.
- Identify types of sentence structures and use different types of sentences.
- Identify ways to “open” sentences and use these techniques to insure sentence variety.

2. Demonstrate their ability to write correct, fluid prose, demonstrate an awareness of “writing management,” and demonstrate their ability to write a well-developed paragraph.

- Write short paragraphs, based on a writing “prompt.”
- Find and correct usage problems in their writing.
- Use transition words and phrases in their writing.
- Identify the “stages of writing” and to use these stages in the writing process.
- Recognize ways to develop a topic and to incorporate this knowledge into the writing process.
- Revise papers successfully.
- Recognize ways to generate ideas and to incorporate this knowledge into the writing process.
- Write effective topic sentences.
- Use supporting details.
- Show instead of tell.
- Stay on topic.

3. Demonstrate their ability to read effectively.

- Develop meaning for vocabulary words and apply those words into original sentences.
- Find main ideas and differentiate between those and minor details.
- Comprehension of ideas from direct statements.
- Use inference skills to create new information.