

COURSE OUTLINE **Fundamentals of English**

Course Description

EG 060. Fundamentals of English. 3 hours credit. Prerequisite: ASSET, COMPASS, or ACT placement score. This course will enable the student to write paragraphs and an essay that demonstrate grammatical, organizational, and analytical competence for enrollment in an English Composition I course. The student will engage in intensive review and practice of basic grammar and writing skills necessary for a college-level writing class.

Course Placement

After taking the ASSET or COMPASS test, any student receiving a raw combined scale score below 80 on the "Writing Skills" and "Reading Skills" tests or a score less than 18 on the ACT will be advised to enroll in Fundamentals of English, or either EG 040 or EG 050 in the Academic Achievement Center.

Writing Sample

The student will be asked to write one or two paragraphs on the first day of class to provide the instructor with an indication of the student's writing ability and to insure correct placement in the course. If the student's writing sample meets the criteria of organization, development, flow of expression, thought, and mechanics that might indicate the ability to complete English Composition I, the instructor may recommend that the student enroll in an English Composition I course. In addition, the student who cannot read and write at a level necessary to complete this course may be advised to enroll in supplemental reading or writing courses in the Academic Achievement Center, and/or to obtain a tutor. (Refer to ASSET, Compass and ACT Placement Scores Guidelines.)

Course Relevance

The principles taught in this course will enable the student to produce original, clear, and accurate written texts necessary for college-level writing. The student will develop a clearer sense of using the English language by writing a variety of paragraphs, writing an essay, reviewing grammar basics, and reading and responding to various texts. Through this exposure, the student will acquire the skills necessary for producing college-level essays.

Required Materials

Kelly, W. J. and Lawton, D.L. Odyssey: From Paragraph to Essay 5th ed.
New York: Pearson/Longman, 2008.

A collegiate level dictionary (available in the bookstore) is also highly recommended.

Learning Outcomes

The intention is for the student to:

1. Develop, organize, and write error free paragraphs which uses a variety of rhetorical patterns.
2. Develop, organize, and write an essay that is at least 500 words in length.
3. Demonstrate an awareness of correct English grammar, structure, and style.

Learning PACT skills that will be developed and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

Communication Skills

1. Creation and delivery of messages
 - Through brainstorming, drafting, and revising skills and practice, the student will write paragraphs based on a variety of rhetorical patterns.
 - Through brainstorming, drafting, and revising skills and practice, the student will write at least one essay incorporating at least one rhetorical mode.
 - Through the reading of model paragraphs and essays, the student will analyze the structure, style, and content of a text.

Analytical Thinking Skills

2. Critical thinking
 - Through written assignments and classroom participation activities, the student will develop critical thinking and analytical skills as applied to writing.

Major Summative Assessment Task

These learning outcomes and the Learning PACT skills will be demonstrated by:

1. Developing, organizing, and writing a "Common" essay assignment given during the 15th week of the course which demonstrates an awareness of correct English grammar, structure, and style.

Course Content

- I. Themes - Key recurring concepts that run throughout this course:
 - A. Purpose and Audience
 - B. Rhetorical awareness
 - C. Grammatical accuracy
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Grammatical accuracy
 - B. Clear, effective sentence and paragraph development
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Purpose and focus (topic)
 - B. Rhetorical Modes
 - C. Audience
- IV. Skills/Competencies - Actions that are essential to achieve the course outcomes:
 - A. Developing a topical sentence
 - B. Writing clear and mechanically accurate sentences
 - C. Varying sentence structures

- D. Developing a unified paragraph consisting of a topic sentence, supporting details, and a conclusion
- E. Writing an essay which exhibits an awareness of correct English grammar, structure, and style

Learning Units

- I. Understanding the process of writing
 - A. Ensuring success in writing
 - B. Generating ideas through prewriting
 - C. Composing/Creating a draft
 - D. Refining and polishing the draft

- I. Using patterns of paragraph development
 - A. Narration
 - B. Description
 - C. Example/Exemplification
 - D. Process
 - E. Definition
 - F. Comparison and contrast
 - G. Cause and effect
 - H. Division and classification
 - I. Argument

- III. Developing sentence sense
 - A. Understanding sentence basics
 - 1. Sentence types
 - 2. Subject and predicates
 - B. Understanding sentence errors
 - 1. Fragments
 - 2. Run-ons
 - C. Understanding coordination and subordination
 - D. Subject and Verb agreement
 - E. Basic tenses for regular and irregular verbs
 - F. Understanding and utilizing voice
 - 1. Passive and active voices
 - 2. Maintaining consistency in voice

- IV. Keeping writing correct
 - A. Nouns: Working effectively with words and name
 - B. Pronouns: Understanding case, clear pronoun-antecedent agreement and basic pronoun usage
 - C. Adjectives and Adverbs: Using modifying words effectively
 - D. Parallelism: Presenting related items in a similar form
 - E. Spelling: Focusing on correctness
 - 1. Use a dictionary
 - 2. Increase vocabulary awareness

- F. Commas
- G. Other punctuation and capitalization

- V. Moving on to the essay
 - A. Developing an essay
 - B. Examining types of essays
 - C. Adjusting your process
 - 1. From paragraph to essay
 - 2. Answering an essay question effectively
 - 3. Working with various essay structures

Learning Activities

Methods of class instruction will include class discussion/notes, open lecture, exams, tests (including quizzes and chapter or unit tests), handouts, audio-visual aids, study guides, writing assignments (included in a portfolio), panel discussions, reports, and individual conferences. All instructors may use these methods individually or in combination. The student may make use of faculty and/or student mentors in the Learning Lab. The Academic Achievement Center (AAC) tutors are available for those students having difficulty in a particular area to seek additional assistance in course work.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, quizzes, chapter or unit tests, participation, exercises and exams, written assignments, portfolios and other methods of evaluation employed at the discretion of the instructor.