

COURSE OUTLINE **Fundamentals of English**

Course Description

EG 060. Fundamentals of English. 3 hours credit. (Does not count for graduation credit or transfer to a four-year institution). Prerequisite: A score at a pre-determined level on a placement instrument or a C or better in EG 052 and RD 011 (see Course Placement below). 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

EG 101 Composition I enrollment is determined by a score of 18 or higher on the English section of the ACT or a 74 or higher on the Writing Skills section of COMPASS and a score of 15 or higher on the Reading section of the ACT or a 70 or higher on the Reading section of the COMPASS. EG 060 Fundamentals of English enrollment is determined by a score of 33-73 on the Writing Skills section of the COMPASS. EG 052 Sentence and Paragraph Writing enrollment is determined by scores up to 32 on the Writing Skills section of the COMPASS. Please see an advisor for English placement based on other placement test scores as well as Reading placement.

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

Langan, John. *Exploring Writing: Paragraphs to Essays*. New York: McGraw-Hill, 2010. Print.

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

* - For complete textbook information, refer to <http://www.butlercc.bkstr.com>

Learning Outcomes

The intention is for the student to be able to:

1. Develop, organize, and write error-free paragraphs which utilize 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 documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills

1. Critical thinking
 - Through written assignments, reading, and classroom participation activities, the student will develop critical thinking, analytical, and argumentative skills.

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 pattern.
 - Through the reading of model paragraphs and essays, the student will analyze the structure, style, and content of a text.

Technology Skills

1. Discipline-specific technology
 - Through the use of technology, the student will develop various written texts.

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 final week of the course which demonstrates an awareness of correct English grammar, structure, and style.

Course Content

- I. Skills or 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
 - F. Acknowledging and citing source information
- II. Themes - Key recurring concepts that run throughout this course:
 - A. Purpose and Audience
 - B. Rhetorical awareness
 - C. Grammatical accuracy
 - D. General Research Skills and Terms
- III. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:

- A. Grammatical and mechanical accuracy
- B. Clear, effective sentence and paragraph development
- IV. Concepts – Key concepts that must be understood to address the issues:
 - A. Purpose and focus (topic)
 - B. Rhetorical Modes
 - C. Audience
 - D. Style Guides

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
- II. 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 names
 - 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. Using a dictionary
 - 2. Increasing vocabulary awareness
- F. Commas
- G. Other punctuation and capitalization

V. Research skills

- A. Understanding style guides and citing source information
- B. Acknowledging source information in original texts

VI. 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. Students may make use of faculty and/or student mentors in the Learning Lab. Tutors are available for those students having difficulty in a particular area.

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.