

<b>SANTA ANA COLLEGE COURSE OUTLINE</b>	
DISCIPLINE, NUMBER, TITLE: <u>English N50, Introduction to Written Communication</u> (If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)	
<b>CATALOG ENTRY</b>	
<b>Discipline</b>	English
<b>Course Number</b>	N50
<b>Course Title</b>	Introduction to Written Communication
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	48
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	48
<b>COURSE IDENTIFICATION NUMBER(S) (C-ID)</b>	
<b>PREREQUISITE(S)</b>	
<b>Prerequisite</b>	
Qualifying profile from English placement process.	
<b>CATALOG DESCRIPTION</b>	
Introduction to written communication including autobiographical, journal and summary writing, and responding to essays. Basic grammar and punctuation. Not applicable to associate degree. Students may be referred to the Writing Center.	
<b>Budget Unit</b>	0410
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	150100 - English (Writing)
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	
Department Chair Approval Date: 05/10/11 by: Shelly Jaffray	
Divison Chair Approval Date: 05/19/11 by: Kathleen Patterson	
Curriculum and Instruction Council Chair Approval Date: 08/29/2011	
<b>COURSE CONTENT</b>	
(Include major topics of the course, time required, and what the student is expected to learn.)	
All activities require critical thinking skills and the ability to apply basic concepts, vocabulary and learning skills.	
WRITING	

Writing segments may include the following types of assignments:

1. Summary of readings
2. Paraphrasing of readings
3. Personal responses to readings
4. A personal letter
5. A letter to an editor or a letter to a company
6. Autobiographical writings should include narration, description and process

Writing segments should show the following:

1. Familiarity with basic sentence structure and grammar
2. A central idea expressed in a topic sentence
3. A unity of sentences and basic paragraph organization based on sentence and word order
4. A logical positioning of words, ideas and sentences
5. Standard spelling

## GRAMMAR

Students should understand basic sentence structure.

Students should understand and be able to identify basic parts of speech.

Students should begin to recognize and use correct spelling, proper capitalization, and basic punctuation.

## READINGS

Students will read paragraph and essay assignments for literal meaning, implied meaning, personal reaction, and familiarity with sentence structure and order.

Students should be able to apply the knowledge gained from these assignments to later college courses. Summarizing, paraphrasing and personal reactions to readings will be used to enforce understanding of materials.

Reading for content is a substantial segment of this course.

## VOCABULARY

Students will build their vocabulary through readings and exercises.

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## COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

**Required:**Brandon, Lee. *At a Glance: Sentences*, 5th ed. Wadworth, 2011, ISBN: 0495906379. \$32.95

**Required:**Jimenez, Francisco. *Breaking Through*, ed. Houghton Mifflin, 2001, ISBN: 0618342486. \$6.95

**Required:**Department Chair. *Any department approved text*, ed. Any, 1234, ISBN: Any.

### Recommended readings and/or materials:

None

### Other:

None

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## WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES

## **ARE EMPLOYED?**

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

5 - Essential-always try to achieve

1. -

##### **A. Reading and Writing**

1. Use the writing process with a focus on prewriting, planning, drafting, and revision strategies, which lead to a final product that is organized, formatted correctly, and substantive in content with correct grammar and mechanics.

2. Summarize and paraphrase effectively.

3. Demonstrate knowledge and competency of various rhetorical and logical principles related to development of significant expository content in well organized paragraphs and sentences.

4. Reading critically for literal comprehension.

##### **B. Listening and Speaking**

1. Utilize interactive listening strategies for note-taking and appropriate questioning.

2. Determine purpose and goals for listening.

3. Use speaking as a tool for idea generation and utilize prior knowledge through small group and large group discussion.

4. Summarize and paraphrase effectively.

#### **Thinking and Reasoning**

5 - Essential-always try to achieve

1. -

##### **A. Creative Thinking**

1. Use narrative and descriptive skills in composing paragraphs.

2. Generate ideas using prewriting strategies.

##### **B. Critical Thinking**

1. Write expository paragraphs that are supported by evidence and logically organized.

#### **Information Management**

3 - Important-sometimes try to achieve

1. Information Competency - Demonstrate awareness of information resources on campus, such as the library, the Writing Center, and the Academic Computing Center

2. Information Competency - Demonstrate awareness of information resources online

3. Technology Competency - Demonstrate the ability to use word processing, email, and the Internet

#### **Diversity**

4 - Very important-often try to achieve

1. -

A. Cultural - Read, understand, and demonstrate an appreciation of literary and expository works from diverse cultural backgrounds.

B. Social - Read, understand and demonstrate an appreciation of literary and expository works from diverse socio-economic backgrounds.

### **Civic Responsibility**

- 4 - Very important-often try to achieve
- 1. -

#### Ethical

- 1. Discuss moral dilemmas that are present in the readings.
- 2. Examine contemporary social issues that are present in the readings.

### **Life Skills**

- 2 - Unimportant-rarely try to achieve
- 1. -

Students will develop knowledge and skills in areas such as written communication, creative expression, aesthetic appreciation, personal growth and interpersonal skills.

### **Careers**

- 1 - Not applicable-never try to achieve
- 1. -

Student will increase their employment chances by improving their thinking and writing.

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### **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Class Discussions  
Directed Learning Activities  
Group Study & Exercises  
Handouts  
Instructor Demonstrations  
Lecture  
Media Presentations  
Oral Presentations  
Other  
Portfolios  
Reading Assignments  
Visual Aids  
Writing Projects & Reports

#### Other (Specify):

1. Read various works of non-fiction, short stories, or any other appropriate literary work. 2. Write responses to the assigned readings. 3. Develop and limit topics and write topic sentences. 4. Generate ideas for drafts through prewriting strategies. 5. Plan a draft. 6. Write a rough, exploratory draft. 7. Participate in self and peer revision. 8. Write a final draft. 9. Write several paragraphs that display various rhetorical modes: narrative, descriptive, illustration, definition, comparison/contrast, division/classification, causal analysis, and argumentation. 10. Write in-class paragraphs. 11. Participate in large or small groups, discussing the readings. 12. Listen and take notes on instruction of elements of grammar, mechanics, and usage as related to the editing requirements of specific assignments. 13. Use prewriting strategies to generate ideas. 14. Write a narrative paragraph, observing the elements of narration such as pacing and climax. 15. Identify the topic and the logic of the structure of the

various reading selections. 16. Write paragraphs with a clear topic sentence, good development, and a conclusion reasserting the key idea. 17. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse cultural backgrounds. 18. Demonstrate an appreciation of these works either through class discussion or in a written evaluation. 19. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse socio-economic backgrounds. 20. Demonstrate an appreciation of these works either through class discussions or in a written evaluation. 21. Discuss, either in small or large groups, the moral dilemmas and historical and contemporary social issues that are present in the readings. 22. Examine in written assignments the moral dilemmas and historical and contemporary social issues that are discussed in class.

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### **WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

1. outside reading (30 hours)
2. journals and homework (16 hours)
3. paragraph writing (30 hours)
4. revision and editing (20 hours)

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### **STANDARDS OF ACHIEVEMENT**

List graded activities.

1. Journal/Summaries
2. Multiple drafts of expository paragraphs completed outside of class
3. Reading comprehension assessments also known as content quizzes
4. Expository and paragraph examination
5. Written final paragraph examination
6. Group exercises
7. Class participation
8. Grammar exercises and quizzes

All papers written outside of class must be **typewritten**  
(For a sample student format guide, refer to MLA handbook)

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### **How will student learning be assessed? (Multiple measures must be used.)**

Assessment tools may include:

1. Paragraphs assessed by instructor using a department rubric
2. Reading comprehension assessments (objective or written responses)
3. Writing portfolio
4. E-portfolio
5. Peer evaluation through the writing process
6. Self-assessment through the writing process
7. Responses to reading through journals assessed by instructor for content
8. Oral presentations evaluated by self, peers, and instructors
9. Grammar quizzes

Assignments will be graded according to the following percentages:

- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C
- 60 - 69% = D
- Below 60% = F