

CSKLS 312 Course Outline as of Fall 2021**CATALOG INFORMATION**

Dept and Nbr: CSKLS 312 Title: WRITING SKILLS DEVELOP

Full Title: Writing Skills Development

Last Reviewed: 11/9/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.50	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.50	Lab Scheduled	2.00	6	Lab Scheduled	35.00
		Contact DHR	0		Contact DHR	0
		Contact Total	5.00		Contact Total	87.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 192.50

Title 5 Category: AA Degree Non-Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CSKL 306

Catalog Description:

This course focuses on the development of writing skills and fluency necessary for academic classes and the workplace. Course covers basic sentence structure, punctuation, grammar, paragraphing, narrative composition, reading comprehension skills, and workplace communication.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: This course focuses on the development of writing skills and fluency necessary for academic classes and the workplace. Course covers basic sentence structure, punctuation, grammar, paragraphing, narrative composition, reading comprehension skills, and workplace communication. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:
Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Write a coherent 1-2 page narrative composition using correct basic format, grammar, capitalization, punctuation, spelling, and paragraphing.
2. Write a career-related communication with a clear purpose and explanation, using language appropriate for the audience, correct format, and standard edited English.

Objectives:

At the conclusion of this course, the student should be able to:

1. Write correctly punctuated simple and compound sentences.
2. Identify sentence fragments and run-ons and change them into correct sentences.
3. Identify parts of the sentence, including subjects, verbs, and objects.
4. Apply basic punctuation, spelling, and capitalization rules to academic and workplace writing.
5. Write paragraphs with topic sentences and supporting details.
6. Use narrative structure of introduction, body, conclusion for longer compositions.
7. Identify audience and purpose and use appropriate format for academic and workplace writing.
8. Proofread and use word-processing tools to find and correct writing errors.
9. Identify main ideas, details, and sentence patterns in reading selections to enhance written fluency.

Topics and Scope:

WRITING MECHANICS

Instruction in writing skills will be integrated with instruction in composition.

I. Basic Sentence Structure

- A. Basic parts of speech, including nouns, pronouns, verbs, and prepositions
- B. Parts of the sentence: subject, predicate/verb, object
- C. Types of sentences: statement, question, command

- D. Simple sentence versus sentence fragment
- II. Basic Capitalization
 - A. Names, family members, titles (Dr., Professor, etc.)
 - B. Geographic locations
 - C. Groups and organizations
 - D. Addresses
- III. Verbs
 - A. Linking verbs and auxiliary verbs
 - B. Common errors in verb usage
- IV. Correcting Run-on Sentences using Coordination and Subordination
 - A. Run-ons and comma splices
 - B. Coordinating conjunctions
 - C. Transition words
 - D. Subordinating conjunctions
 - E. Commas and semicolons
- V. Other Basic Punctuation Rules
 - A. End punctuation
 - B. Commas (including series, introductions, interrupting material)
 - C. Apostrophes in contractions and possessives
 - D. Direct quotations
- VI. Basic Spelling Review
 - A. Sound-alikes (homophones)
 - B. Basic rules (ie/ei, final e, final y, doubling consonants, etc.)
 - C. Common roots, prefixes, and suffixes
 - D. Effective use of spell-check

COMPOSITION

- I. Overview of the Writing Process
- II. Prewriting Strategies, including Free-writing, Clustering, and Brainstorming
- III. Narrative Composition Writing
 - A. Introductory, body, and concluding paragraphs
 - B. Topic sentences and supporting details
 - C. Logical order
 - D. Use of specific details
- IV. Basic Workplace Written Communications
 - A. Roles of email, personal note, memo, formal letter
 - B. Formal letter format, organization, diction
 - C. Importance of identifying audience and purpose
- V. Proofreading, Editing, and Revising Techniques
- VI. Basic Word-processing and Modern Language Association (MLA) Format

READING

Reading will be integrated with writing instruction.

- I. Reading Selections from Nonfiction, Literature, and Workplace Material as Prompts and Models for Writing
- II. Analyzing Passages for Topic Sentences, Details, Structure, and Writing Style

All sections are covered in the lecture and lab portions of the course.

Assignment:

Lecture-Related Assignments:

1. Weekly writing exercises (print and computer), including textbook work and exercises in punctuation, grammar, spelling, and sentence structure
2. Two to four narrative compositions (at least 2 drafts each)
3. Workplace related composition (letter, memo, email), preferably sent to external audience
4. Participation in peer response groups
5. Regularly assigned reading with written responses (4-6)
6. Midterm presentation (reading/writing essays), quizzes (optional)
7. Final exam with writing component (short answer, proofreading, essay, presentations)

Lab-Related Assignments:

1. Essay writing
2. Short essay responses
3. Grammar corrections

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Writing skills exercises (print and computer), compositions, reading responses

Writing
40 - 55%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes (optional), midterm, final exam

Exams
35 - 55%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation, response groups, computer lab work

Other Category
5 - 10%

Representative Textbooks and Materials:

Foundations First: Sentences and Paragraphs with Readings. Kirsznier, Laurie and Mandel, Stephen. Bedford/St. Martin's. 2011 (classic)
Grammar and Writing Review, College Skills 312 Series. McGraw-Hill Custom Textbooks.

2013 (classic)

Number the Stars. Lowry, Lois. Bantam Doubleday Dell Publishing Group. 1989 (classic)

English Essentials. Langan, John. McGraw Hill Custom. 2013 (classic)

Becoming Dr. Q. Quinones Hinojosa, Alfredo. University of California Press. 2011 (classic)

I Am Malala. Yousafzai, Malala. Little Brown and Company. 2015 (classic)

Instructor prepared materials