Course Information

Division: Communicative Arts
Course Number: ENG 100
Title: Writing Fundamentals
Credits: 3
Developed by: Pete Chidester
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status:

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<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<td></td>
<td>Elective Credit</td>
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Activity Course: No
CIP Code: 23.1301
Assessment Mode: Portfolio
Semester Taught: Fall and Spring
GE Category: AAS degree only
Separate Lab: Yes
Awareness Course: No
Intensive Writing Course: No
Prerequisites
ENG 055 with a grade of "C" or higher or placement test score as established by District policy and concurrent enrollment in ENG 099 required

Educational Value
Students in specific non-transfer curricula may take ENG 100 as their sole college course in written communication; students whose programs require ENG 101 and ENG 102 will develop reading, writing, and reasoning skills necessary to successful completion of the transfer composition sequence.

Description
Practice in reading and writing sentences, paragraphs, and short essays; intensive review of basic grammar.

Supplies
None
Competencies and Performance Standards


   Learning objectives
   What you will learn as you master the competency:
   a. Write a variety of sentence forms.
   b. Combine ideas in sentences of increasing sophistication.
   c. Employ a variety of dependent clauses to vary sentence structure and enhance meaning.

   Performance Standards
   Competence will be demonstrated:
   - on exercises from the text discussed in class
   - in exercises differentiating between and combining ideas using clauses and phrases
   - in exercises combining ideas using coordination and subordination
   - in exercises identifying main and subordinate ideas in sentences and placing ideas in order of importance
   - in student generated paragraphs and essays
   - on quizzes and tests throughout the semester
   - in in-class writing and exercises following discussion of each unit in text

   Criteria - Performance will be satisfactory when:
   - learner is able to write a variety of grammatically correct and meaningful sentences
   - learner correctly punctuates a variety of sentence forms

2. Edit material for standard usage and mechanics.

   Learning objectives
   What you will learn as you master the competency:
   a. Edit correctly for levels of usage, informal and formal.
   b. Employ more varieties of punctuation, including direct and indirect discourse.

   Performance Standards
   Competence will be demonstrated:
   - in student generated paragraphs and essays
   - in completing quizzes and examinations throughout the semester
   - in completing exercises in the workbook
   - on quizzes and tests throughout the semester
   - in in-class writing and exercises of each unit in text
   - in writing in-class and out-of-class assignments

   Criteria - Performance will be successful when:
   - learner is able to edit using standard capitalization rules
   - learner is able to edit for grammatical forms
   - learner is able to edit for spelling errors
3. Organize and develop effective paragraphs.

Learning objectives
What you will learn as you master the competency:

a. Create paragraphs with a controlling idea and logical development and support of that idea.

Performance Standards

Competence will be demonstrated:

- in in-class and out-of-class paragraph writing assignments throughout the semester
- in paragraphs that demonstrate knowledge of specific rhetorical strategies
- in exercises that identify controlling and subordinate ideas in student and peer generated paragraphs
- in paragraphs used in essays in the last part of the semester
- in reading, revising, and editing in-class and out-of-class paragraphs
- in exercises that identify controlling and subordinate ideas in student and peer generated paragraphs
- in paragraphs used in essays in the last part of the semester
- in reading, revising, and editing in-class and out-of-class paragraphs

Criteria - Performance will be satisfactory when:

- learner is able to write a unified, coherent paragraph
- learner is able to limit the subject matter covered in a paragraph
- learner is able to write a sound topic sentence employed as a controlling idea for a paragraph
- learner employs a variety of strategies (exemplification, definition, narrative, etc.) in a paragraph

4. Organize and develop effective essays.

Learning objectives
What you will learn as you master the competency:

a. Write a variety of essays employing rhetorical strategies such as definition, comparison/contrast, classification/division, narrative, argumentative/persuasive, etc.

b. Organize essays into introduction, body and conclusion, using a controlling idea and supporting this idea with paragraphs which contain topic sentences.

Performance Standards

Competence will be demonstrated:

- in in-class and out-of-class essays
- in writing an effective introductory paragraph
- in writing an effective concluding paragraph
- in developing a controlling idea for the essay expressed in a thesis statement
- on quizzes and tests which require an essay response

Criteria - Performance will be satisfactory when:

- learner is able to write a variety of essays assigned throughout the last part of the semester
- learner differentiates between the various elements which comprise an effective essay, e.g. introduction, body and conclusion
- learner generates a variety of essays in response to both in-class and out-of-class assignments
5. Develop critical reading skills as they relate to writing.

**Learning objectives**

*What you will learn as you master the competency:*

a. Write using paragraphs and essays in the text as rhetorical models.
b. Read for rhetorical strategy.
c. Write in response to paragraphs and essays in text.

**Performance Standards**

*Competence will be demonstrated:*

- in in-class and out-of-class writing assignments which use text readings as rhetorical models
- in in-class student discussion of reading assignment
- in in-class and out-of-class writing assignments which require response to readings in the text
- in quizzes and tests throughout the semester which deal with reading assignments from text

*Criteria - Performance will be satisfactory when:*

- learner can identify rhetorical strategies employed in text readings
- learner can identify main and subordinate ideas in paragraphs and essays in text

**Types of Instruction**

Lecture/discussion
Small group discussion and
Peer editing
Audio/visual

**Grading Information**

**Grading Rationale**

The course is a writing course; therefore, writing comprises at least three-fourths of final grade. (The essay part of the final examination comprises ten percent of the final grade.) Other methods of evaluation (quizzes, examinations, in-class activities, etc.) make up one-fourth of the grade.

**Grading Scale**

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<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
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<td>F</td>
<td>Below 60%</td>
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