COURSE OUTLINE

Developmental Skills Lab 113 English 10B

I. Catalog Statement

Developmental Skills Lab 113 meets the requirements for 10th grade English and is designed to improve grammar and writing skills. Students will analyze fiction, poetry and drama and write paragraphs, essays, and a research paper.

Units — 0.0 Total Laboratory Hours — 100.0

Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of the course results in 5 high school credits.

II. Course Entry Expectations

Skill Level Ranges: Reading: 4, Writing: 4, Listening/Speaking: 5, Math: 1.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- 1. define elements of fiction such as narration, setting, conflict, plot, character, language, and theme;
- 2. identify elements of poetry such as denotation, connotation, voice, tone, imagery, simile, metaphor, symbol, rhyme, alliteration, assonance, consonance, and meter;
- 3. analyze a full length play;
- 4. write a three- to five-page research paper.

IV. Course Content

A. The Process Essay

10 hours

- 1. Purpose
 - a. Directional process
 - b. Informational process

	2.	The process paragraph			
		a. The topic sentence			
		b. The steps			
		c. Organization			
		d. Transitional expressions			
	3.	From paragraph to essay			
		a. Introductory paragraph			
		b. Body paragraphs			
		c. Concluding paragraph			
В.	The C	Classification Essay	10 hours		
	1.	Purpose			
	2.	The classification paragraph			
		a. Separation of ideas into classifications or groups			
		b. The topic sentence			
		c. Supporting details: the six reporters' questions			
		d. Transitional expressions			
	3.	From paragraph to essay			
C.	The Persuasive Essay				
	1.	Purpose			
	2.	The persuasive paragraph			
		a. Point of view			
		b. Topic sentence			
		c. Pro and con lists			
	3.	Supporting an argument			
	4.	False logic			
	5.	Organizational patterns			
		a. Arguments for your own point			
		b. Arguments against your opposition's points			
		c. Alternating arguments			
	6.	From paragraph to essay			
		a. Pro and con lists			
		b. Body paragraphs			
		c. Concluding paragraph			
D.	The E	The Essay Exam (Writing Timed Essays) 10 hours			
	1.	Key terms			
		a. The prompt			
		b. Thesis			
		c. Specific ideas to support thesis			
		d. Essay mapping			
	2.	Introductory and concluding techniques			

E.	Analy	ysis of Fiction	10 hours
L.	1.	Narration – point of view	10 nours
	1.	a. First person	
		b. Limited third person	
		c. Objective point of view	
	2.	Voice	
	3.	Reliability	
	<i>3</i> . 4.	Setting	
	5 .	Conflict	
	<i>5</i> . 6.	Plot structure	
	7.	Character	
	8.	Language and style	
	0.	a. Diction	
		b. Symbol	
	9.	Theme	
G.		ysis of Poetry	15 hours
U.	Anary	Language and style	13 110018
	1.	a. Denotation	
		b. Connotation	
	2.	Voice and tone	
	3.	Language tools	
	<i>3</i> . 4.	Deriving meaning	
	4.	a. Explication	
		b. Theme	
	5.	Types of poetry	
	5.	a. Lyric	
		b. Narrative	
J.	Anals	ysis of Drama	15 hours
J.	Anary	Point of view	13 110018
	2.	Set and setting	
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	3.	b. Atmosphere Conflict and plot	
	3.		
		a. Internal and external conflictb. Conflict and characterization	
	4	c. Plot structure Character	
	4. 5.		
	3.	Language and style a. Diction	
	6	b. Symbol	
	6. 7.	Theme Analysis of full langth play	
K.		Analysis of full-length play	20 hours
IX.	Resea	arch Paper	20 Hours
		Topic Limitation of the topic	
	2.	Limitation of the topic	

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- 3. Research of the topic
 - a. Location of sources from library and/or internet
 - b. Collection of information on note cards
 - c. Citation/source notation
- 4. Organization of note cards
- 5. Outline
- 6. Rough draft
- 7. Citation of direct quotes and paraphrasing
- 8. Revision

V. <u>Methods of Presentation</u>

The following instructional methodologies may be used in the course:

- 1. independent study using worksheets and texts;
- 2. computer-aided instruction;
- 3. small group instruction;
- 4. video instruction.

VI. Assignments and Methods of Evaluation

- 1. Written exercises and chapter reviews.
- 2. Essays.
- 3. Research paper.
- 4. Unit exams.

VII. Textbook(s)

Checkett, L. and G. Feng-Checkett. The Write Start: Paragraphs to Essays.

New York: Addison-Wesley Educational Publishers, Inc., 2002.

10th Grade Textbook Reading Level. ISBN: 0-321-06118-7.

Madden, F. Exploring Literature: Writing and Thinking About Fiction, Poetry, Drama and the Essay.

New York: Addison-Wesley Educational Publishers, Inc., 2001.

10th Grade Textbook Reading Level. ISBN: 0-321-001183-X.

Kirszner, L. and S. Mandell. <u>Foundations First: Sentences and Paragraphs</u>.

Current edition.

Boston: Bedford/St. Martin's, 2002.

10th Grade Textbook Reading Level. ISBN: 0-312-39077-7.

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VIII. Student Learning Outcome

- recognize, write and compose the process, classification and persuasive essays
- identify and analyze the elements of the short story, poem and full-length play;
- identify the elements of a research paper and plan, organize, and write a three to five page research paper.