Non-Credit

Glendale Community College
October, 2007

COURSE OUTLINE

Developmental Skills Lab 112
English 10A

I. Catalog Statement

Developmental Skills Lab 112 meets the requirements for 10th grade English and is designed to improve grammar and writing skills. Students will write paragraphs and a variety of essays.

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. identify parts of speech;
2. use punctuation such as apostrophes and quotation marks correctly in sentences;
3. correct problems with parallelism, sentence fragments, conjunctive adverbs and relative pronouns;
4. write a complete paragraph including topic sentence and support sentences;
5. plan, write, and revise an essay;
6. write biographical, historical, persuasive, and expository essays.

IV. Course Content

A. Grammar and Usage — 7 hours
   1. Subjects and verbs
   2. Nouns
   3. Articles
   4. Adjectives
   5. Prepositions

B.	Punctuation	4 hours
	1. Commas	
	2. Apostrophes	
C.	Mechanics	4 hours
	1. Capitalization	
	2. Direct and indirect quotations	
D.	Vocabulary	4 hours
	1. Prefixes	
	2. Suffixes	
E.	Writing Paragraphs	10 hours
	1. Paragraph structure	
	a. Topic sentence	
	b. Supporting details	
	c. Organization	
	d. Concluding sentences	
F.	Diction	5 hours
	1. Author's purpose	
	2. Audience	
	a Interest	
	b. Knowledge	
	c. Vocabulary	
	3. Formal and informal language	
	4. Tone – emotion	
G.	Planning the Essay	6 hours
	1. Structure of an essay	
	a. Introduction	
	b. Body	
	c. Conclusion	
	2. Prewriting	
	a. Generating ideas	
	b. Thesis	
	c. Planning	
H.	Drafting the Essay	10 hours
	1. Introductions	
	a. Statement of position	
	b. Attention grabber	
	c. Thought-provoking statement	
	2. Conclusions	
	3. Transitional words	
	a. Time order	
	b. Order of importance	
	c. Cause and effect	
	d. Comparison	
	e. Contrast	
	4. Writing the draft	

I. Revising the Essay 5 hours
   1. Addition of clarifying information
   2. Deletion of unrelated sentences
   3. Elimination of unnecessary words
   4. Correction of shifts in tense or person
   5. Use of parallel sentence structure
   6. Sentence variety
      a. Combination of simple sentences
      b. Different beginnings
      c. Use of a question or exclamation

J. Proofreading the Essay 5 hours
   1. Capitalization
   2. Commas, colons, semi-colons, apostrophes, quotation marks
   3. Grammar and usage
   4. Sentence formation
      a. End punctuation
      b. Sentence fragments and run-ons
      c. Phrases and clauses
      d. Misplaced and dangling modifiers

K. Composition 40 hours
   1. Biographical narrative
   2. Historical narrative
   3. Persuasive Writing
      a. Purpose and audience
      b. Persuasive language
      c. Building an argument
      d. Ethical arguments
      e. Emotional appeal
   . 4. Expository writing
      a. Process essay
      b. Cause and effect essay
      c. Compare and contrast essay
   5. The business letter
   6. Response to literature

VI. Methods of Presentation

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. Exercises and chapter reviews.
2. Essays.
3. 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. Foundations First: Sentences and Paragraphs.
Current edition.
Boston: Bedford/St. Martin's, 2002.
10th Grade Textbook Reading Level. ISBN: 0-312-39077-7.

VIII. Student Learning Outcome

- recognize and correct problems with parallelism, sentence fragments, punctuation, spelling, conjunctive adverbs, and relative pronouns;
- recognize and complete the steps for developing an essay and develop an effective essay;
- identify and write a biographical narrative;
- identify the parts of a business letter and compose a letter.