

## Course Outline of Record

Los Medanos College      2700 East Leland Road      Pittsburg CA 94565      (925) 439-2181

**Course Title: Sentence Skills for College Writing      Subject Area/Course Number: ENGL-083**

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**New Course**       **OR Existing Course**

**Instructor(s)/Author(s):** Jeffrey Mitchell Matthews, Karen Nakaji

**Subject Area/Course No.:** English 83

**Units:** 3

**Course Name/Title:** Sentence Skills for College Writing

**Discipline(s):** English

**Pre-Requisite(s):** None

**Co-Requisite(s):** None

**Advisories:** Eligibility for ENGL 90

**Catalog Description:** This course provides students with the knowledge and skills necessary to understand sentence structure and create grammatically correct, syntactically mature sentences in their written work. Instruction emphasizes sentence mechanics, sentence style, and sentence creation, using sentence-combining techniques and proofreading exercises. Students learn to write sentences with proper punctuation, capitalization, homonym usage, and other sentence-level skills in the writing projects they complete for the class. This course is appropriate for students wanting an introduction to college-level sentence skills or for students enrolled in other English courses who want or need extra sentence-level support.

**Schedule Description:** Do you stress out over your sentence structure or become confused when you hear terms like clause, conjunction, comma, or colon? Fear no more! This course reviews sentence structure and mechanics, while improving your proofreading and usage skills. You'll complete several fun and creative writing projects, while learning techniques for crafting clear and professional-sounding sentences, suitable for writing in college or the business world. You'll leave this course with the knowledge, skills, and confidence necessary to compose correct and sophisticated sentences in your writing tasks.

**Hrs/Mode of Instruction:** Lecture: \_ Scheduled Lab: \_ HBA Lab: \_ Composition: 54 Activity: \_ Total Hours: 54

<b>Credit</b> <input checked="" type="checkbox"/> Credit Degree Applicable ( <b>DA</b> )	<b>Grading</b> <input type="checkbox"/> Pass/No Pass (P/NP)	<b>Repeatability</b> <input checked="" type="checkbox"/> 0
<input type="checkbox"/> Credit Non-Degree ( <b>NDA</b> )	<input type="checkbox"/> Letter ( <b>LR</b> )	<input type="checkbox"/> 1
(If Non-Credit desired, contact Dean.)	<input checked="" type="checkbox"/> Student Choice ( <b>SC</b> )	<input type="checkbox"/> 2
		<input type="checkbox"/> 3

**Last date of Assessment:** Fall 2012

**Cohort #**1

**Please apply for: LMC General Education Requirement(s):** None

**Transfer to:**  CSU  UC  IGETC Area \_\_\_\_  CSU GE Area \_\_\_\_  C-ID Number \_\_\_\_

**Course is Baccalaureate Level:**  Yes  No

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**Signatures:**

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Librarian \_\_\_\_\_ Date \_\_\_\_\_

Dean/Sr. Dean \_\_\_\_\_ Date \_\_\_\_\_

Curriculum Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

President/Designee \_\_\_\_\_ Date \_\_\_\_\_

CCCCD Approval Date (Board or Chancellor's Office) \_\_\_\_\_ Date \_\_\_\_\_

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**For Curriculum Committee Use only:**

**STAND ALONE COURSE:      YES      NO**

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**FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.**

**Begin in Semester** \_\_\_\_\_

**Catalog year** 20\_\_\_\_/20\_\_\_\_

**Class Max:** \_\_\_\_\_

**Dept. Code/Name:** \_\_\_\_\_

**T.O.P.s Code:** \_\_\_\_\_

**Crossover course 1/ 2:** \_\_\_\_\_

**ESL Class:** Yes / No \_\_\_\_\_

**DSPS Class:** Yes / No \_\_\_\_\_

**Coop Work Exp:** Yes / No \_\_\_\_\_

- Class Code**
- A Liberal Arts & Sciences
  - B Developmental Preparatory
  - C Adult/Secondary Basic Education
  - D Personal Development/Survival
  - E For Substantially Handicapped
  - F Parenting/Family Support
  - G Community/Civic Development
  - H General and Cultural
  - I Career/Technical Education
  - J Workforce Preparation Enhanced
  - K Other non-credit enhanced
  - Not eligible for enhanced

- SAM Code**
- A Apprenticeship
  - B Advanced Occupational
  - C Clearly Occupational
  - D Possibly Occupational
  - E\* Non-Occupational
  - F Transfer, Non-Occupational
- \*Additional criteria needed
- 1 One level below transfer
  - 2 Two levels below transfer
  - 3 Three levels below transfer

- Remediation Level**
- B Basic Skills
  - NBS Not Basic Skills

**Course approved by Curriculum Committee as Baccalaureate Level:** Yes / No \_\_\_\_\_

**LMC GE or Competency Requirement Approved by the Curriculum Committee:** \_\_\_\_\_

Distribution: Original: Office of Instruction  
Copies: Admissions Office, Department Chairperson

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## **Program-Level Student Learning Outcomes (PSLOs - English):**

### **On the completion of this course, a student will:**

1. Read independently for a variety of purposes in college level materials
2. Read using a critical thinking, problem solving approach
3. Respond coherently to text in critical, creative, and personal ways.
4. Write logical, coherent, developed academic essays.
5. Use writing independently as a tool for learning and communicating

### **Course-Level Student Learning Outcomes (CSLOs):**

At the end of the course students will be able to:

1. Identify the parts and structure of sentences.
2. Write grammatically correct, syntactically mature sentences.
3. Critique, proofread, and edit sentences, applying the rules of Standard American English.
4. Think critically about the logical relationships between ideas and demonstrate the ability to express these relationships.

### **Assessments:**

#### **CSLO 1: Identify the parts and structure of sentence.**

**Textbook Exercises:** Students identify subjects, verbs, adjectives, adverbs, prepositions, coordinators, subordinators, phrases, clauses (independent, dependent/subordinate, relative) within sentences and paragraphs. Students practice analyzing sentences while learning to construct their own.

**Reading Assignments:** Students read and analyze the writing of published authors to identify parts and structure of sentences, thus experiencing these various sentence styles in an authentic way.

**Writing Assignments:** Students identify the parts and structure of sentences they have written within the context of purpose-driven paragraphs as well as within the four major writing projects they complete during the semester.

**Quizzes, Midterm and Final:** Students identify the parts and structure of sentences in published writing as well as in their own paragraphs and essays.

#### **CSLO 2: Write grammatically correct, syntactically mature sentences.**

**Textbook Exercises:** Students combine simple sentences into syntactically, mature sentences, using adjectives, adverbs, relative, dependent, and independent clauses, prepositional, appositive, infinitive, and verbal phrases.

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**Writing Assignments:** Students read and analyze sentences in the writing of published authors -- essays, short stories, newspaper articles -- as models, and then craft original sentences from those models, thus building their repertoire of sentence patterns to create syntactically mature sentences. Students compose these sentences within the context of purpose-driven paragraphs as well as within the four major writing projects they complete during the semester.

**Quizzes, Midterm and Final:** Students create sentences that use particular structures, such as adjectives, adverbs, relative, dependent, and independent clauses, prepositional, appositive, infinitive, and verbal phrases. On the midterm and final, these sentences may be written within the context of purpose-driven paragraphs, in response to a reading, or as part of a larger writing project.

**CSLO 3: Critique , proofread, and edit sentences, applying the rules of Standard American English.**

**Textbook Exercises:** Students identify and correct proofreading errors including fragments, run-together sentences, comma-splices, subject-verb agreement, pronoun reference and agreement, possessives, contractions, homonyms and capitalization.

**Writing Assignments:** Students review, critique, and edit their own writing, assessing their sentences for structure, style, and grammar, and then finally revising their written work. Students compose these sentences within the context of purpose-driven paragraphs as well as within the four major writing projects they complete during the semester.

**Quizzes, Midterm and Final:** Students edit sentences and paragraphs with errors, as well as revise their own written work. Students also critique the written works of professional writers.

**CSLO 4: Think critically about the logical relationships between ideas, and demonstrate the ability to express these relationships.**

**Textbook Exercises:** Students identify and analyze logical relationships between ideas within sentences and paragraphs (concession, condition, comparison/contrast, cause/effect).

**Reading Assignments:** Students read and analyze the writing of published authors to identify and analyze logical relationships between ideas within sentences and paragraphs (concession, condition, comparison/contrast, cause/effect), thus experiencing these relationships expressed within authentic sentences and paragraphs.

**Writing Assignments:** Students write sentences that express complex ideas, showing the relationships between these ideas using concession, condition, comparison/contrast, cause/effect. This writing occurs within the context of purpose-driven paragraphs as well as within the four major writing projects students complete during the semester.

**Quizzes, Midterm and Final:** Students identify and analyze logical relationships between ideas within sentences and paragraphs in published writing, as well as in their own written work.

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**Below is a writing assignment that can be used to assess CSLOs 2, 3 & 4**

## **English 83 – Writing Assignment #2: Summarize and Respond to a News Article**

For this next assignment, I want you to choose news article from one of the following sources:

<http://www.time.com/time/>

<http://www.newsweek.com/>

<http://news.yahoo.com/>

Please choose a **news** article of **national significance** that interests you – no sports or entertainment/fashion/gossip articles!

First, **summarize** the article. Explain its main ideas clearly and concisely.

Then, **respond** to the article. Explain what you found interesting, confusing, maddening, or humorous about the article. Discuss your intellectual, political, and emotional **reaction** to the article. What is your **opinion** about the ideas expressed in the article?

Each part of your paper should be about 250 words, so the entire assignment will be approximately 500 words.

**DUE DATES:**      **Part A: W 4/17:** Bring a copy of your article to class and be prepared to verbally explain its main ideas to your classmates.

**Part B: W 4/24:** Written summary and response paper due.

### **Method of Evaluation/Grading:**

Textbook Exercises:	5%
Reading Assignments:	5%
Writing Assignments:	60%
Quizzes:	10%
Mid-term and final exam:	20%

### A Note on Writing Projects and Exams:

Students will complete four major writing projects, in addition to several shorter written paragraphs and assignments, writing a total of approximately 8000 words during the semester. These projects may consist of summaries of and responses to class readings, book reviews, interviews, position papers, business letters, letters to the editor, etc. Students' mid-term and final assessments may be achieved through these writing projects, which would add an additional 10 – 15% to the Writing Assignments weighting when determining the final course grade.

*"A" level students can:*

- identify the parts and structure of sentences in paragraphs and essays (both those read and those written) with 90% accuracy, producing very well-focused and structured sentences;
- compose grammatically correct, syntactically mature sentences in textbook exercises and in their own written assignments with 90% accuracy, producing sentences that are very clear and nearly free of errors and choppiness;
- critique, proofread, and edit sentences, applying the rules of Standard American English in textbook exercises and in their own written assignments with 90% accuracy, producing sentences that are very clear and nearly free of sentence-level errors.
- think critically about the logical relationships between ideas within the sentences, paragraphs and essays they read, and demonstrate the ability to express these relationships in textbook exercises and in their own written assignments with 90% accuracy, producing very well-focused sentences that clearly and logically express complex ideas;

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*"C" level students can:*

- identify the parts and structure of sentences in paragraphs and essays (both those read and those written) with 70 - 79% accuracy, producing adequately focused and structured sentences;
- compose grammatically correct, syntactically mature sentences in textbook exercises and in their own written assignments with 70 - 79% accuracy, producing sentences that are fairly clear and free of major errors that impede comprehension. Some effort is made to alleviate choppiness;
- critique , proofread, and edit sentences, applying the rules of Standard American English in textbook exercises and in their own written assignments with 70 - 79% accuracy, producing sentences that fairly clear and free of major errors that impede comprehension.
- think critically about the logical relationships between ideas within the sentences, paragraphs and essays they read, and demonstrate the ability to express these relationships in textbook exercises and in their own written assignments with 70 - 79% accuracy, producing competently focused sentences that attempt to logically express complex ideas;

## **Course Content:**

### **Unit 1**

Parts of speech: noun, pronoun, verb, preposition, adjective, adverb, conjunction, interjection

Parts of a sentence: subject, verb, clause

Simple Verb Tenses - past, present, future

### **Unit 2**

More parts and structure of sentence: two types clauses, phrases

Structure of sentences: simple, compound, complex, compound-complex

Sentence Combining: coordinators (compound sentences)

### **Unit 3**

Complex sentences

Sentence Combining: subordinators (complex sentences)

### **Unit 4**

Writing Project #1 Due

Fragments

Sentences Combining: coordinators and subordinators to compare and contrast

### **Unit 5**

Run-on sentences

Sentence Combining: coordinators and subordinators to show concession

### **Unit 6**

Comma Splices

Sentence Combining: transitions, semi-colon

### **Unit 7**

Writing Project #2 Due

Subject/verb agreement

Sentence Combining: nouns and adjectives

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## **Unit 8**

Pronoun agreement  
Sentence Combining: nouns and prepositions

## **Unit 9**

Comma usage, types of sentences review  
Sentence Combining: nouns and appositives

## **Unit 10**

Writing Project #3 Due  
Apostrophes (possessives)  
Sentence Combining: nouns and adjective clauses

## **Unit 11**

Capitalization  
Verbal phrases (past participles)

## **Unit 12**

Subjective and objective pronouns  
Sentence Combining: verbal phrases (present participles)

## **Unit 13**

Homonyms  
Sentence Combining: verbal phrases (infinitives)

## **Unit 14**

Contractions  
Sentence Combining: open ended

## **Unit 15**

Writing Project #4 Due  
Sentence Combining: open ended

## **Instructional Methods:**

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
- Other (explain) \_\_\_\_\_

## **Textbooks:**

At a Glance: Sentences by Lee Brandon, 2011  
English 83 Sentence Skills Workbook by Jeffrey Mitchell Matthews and JoAnn Hobbs