GROSSMONT COLLEGE

OFFICIAL COURSE OUTLINE

Curriculum Committee Approval: 05/18/2021

 GCCCD Governing Board Approval: 06/15/2021

ENGLISH 098 – ENGLISH FUNDAMENTALS

1. Course Number Course Title Semester Units

 ENGL 098 English Fundamentals 4

 Semester Hours

4 hours lecture 64-72 hours 128-144 outside of class hours 192-216 total hours

Course Prerequisites

None

Corequisite

None

Recommended PreparationNone

1. Catalog Description

This course is designed to introduce students to the process involved in writing effectively. Students will study grammar, punctuation, and standard usage and will practice various phases of the writing process and use sentence variety to compose paragraphs and at least one multi-paragraph essay. (Nondegree credit course)

1. Course Objectives

The students will:

1. Compose and correct basic errors in spelling, grammar (agreement, possessives, etc.), punctuation (apostrophes, commas, semi-colons, etc.), and usage.
2. Use grammar and punctuation skills to edit written work.
3. Compose coherent sentences varied in length and pattern (simple, compound, complex, and compound-complex).
4. Recognize and correct sentence-level errors (fragments, fused sentences, and comma splices).
5. Demonstrate the varied phases of the writing process: invention, writing, evaluation, revision, and editing.
6. Compose coherent paragraphs, each of which will include a topic sentence, some method of organization, support and an appropriate ending.
7. Demonstrate writing skills in an in-class setting.
8. Discuss and analyze selected reading assignments.
9. Compose at least one multi-paragraph essay.
10. Instructional Facilities

Standard Classroom

1. Special Materials Required of Student

None

1. Course Content
2. Errors in spelling, grammar, punctuation, and usage.
3. Simple, compound, complex and compound-complex sentences.
4. Sentence-level errors (fragments, fused sentences, and comma splices).
5. Phases in the writing process (invention, writing, evaluation, revision, and editing).
6. Paragraphs and essays as models of effective writing.
7. Demonstrate strategies for producing in-class writing assignments.

g. Thesis statement in controlling idea.

1. Method of Instruction
2. Lecture
3. Discussion
4. Collaborative learning
5. Student-instructor conferencing
6. Methods of Evaluating Student Performance

a. Student writing, including journal entries, summaries, paragraphs and short essays.

b. Quizzes and examinations including a written final.

c. Write at least six to eight 150- to 200-word paragraphs (a total of 1200 or more words), each containing a topic sentence, coherent pattern of organization, adequate support, and appropriate ending.

 d. Write at least one multi-paragraph essay that is controlled by a thesis statement, includes specific claims and is supported by relevant examples.

1. Outside Class Assignments

a. Readings and writings, including professional and student essays, summaries, and journal entries.

b. Completion of exercises, such as annotated bibliographies.

c. Write at least six to eight 150- to 200-word paragraphs (a total of 1200 or more words), each containing a topic sentence, coherent pattern of organization, adequate support, and appropriate ending.

d. Write at least one multi-paragraph essay that is controlled by a thesis statement, includes specific claims and is supported by relevant examples.

1. Representative Texts
	1. Representative Text(s):
		* 1. Anker, Susan*. Real Writing*. 8th ed. Boston, MA: Bedford/St. Martin’s, 2018.
			2. Brandon, Lee, and Kelly Brandon. *Sentences, Paragraphs, and Beyond*. 7th ed. Boston, MA: Cengage Learning, 2013.
			3. Fawcett, Susan. *Evergreen: A Guide to Writing with Readings*. 11th ed. Boston, MA: Cengage Learning, 2017.
			4. Langan, John. *English Skills with Readings*. 10th edition. Boston, MA: McGraw-Hill, 2020.

5) Salomone, William and Stephen McDonald. *Inside Writing, A Writer’s Workbook*. 8th edition. Boston, MA: Cengage Learning, 2014.

* 1. Supplementary texts and workbooks:

*1) MLA Handbook*  9th ed. New York: Modern Language Association of America, 2021.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

a. Incorporate a variety of sentence patterns while applying the basic principles of grammar, punctuation, and mechanics.

b. Respond directly to a text-based prompt in a multi-paragraph composition, utilizing paraphrase or summary as appropriate.

c. Use stages of the writing process (invention, drafting, revising, editing, and reflection) to develop clear, coherent paragraphs and brief essays controlled by topic sentences/theses statements and supported with adequate, relevant details.