ENGL C080N: WRITING CENTER

Item	Value
Curriculum Committee Approval Date	10/02/2020
Top Code	150100 - English
Units	0 Total Units
Hours	9 Total Hours (Lecture Hours 9)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

The Writing Center helps students in transfer-level courses from all academic disciplines continue to develop their writing and reading skills through individual learning activities, workshops, and one-to-one conferences with an instructor. Students work with an English or English as a Second Language department faculty member to refine their understanding of writing and reading assignments in their transfer-level courses. The Writing Center is a tuition-free, noncredit course designed to provide students with individualized reading and writing instruction to fill in missing prerequisite knowledge and strengthen skills developed in a referring course or courses across the college. Noncredit. Open Entry/Open Exit. NOT DEGREE APPLICABLE. Not Transferable.

Course Level Student Learning Outcome(s)

1. Identify one study strategy to increase course success.
2. Identify one strategy to reduce anxiety in reading and writing.

Course Objectives

- I Instructors will work toward selected course objectives based on the needs of individual students:
- I. 1. Critically read and analyze college-level texts from various academic disciplines.
- I. 2. Recognize the recursive writing process (pre-writing, outlining, drafting, revising, proofreading, and editing).
- I. 3. Employ writing conventions used in various academic disciplines.
- I. 4. Integrate primary and secondary sources into an essay through paraphrasing, summarizing, and quoting utilizing appropriate formats (MLA, APA, etc.) and guidelines.
- I. 5. Incorporate feedback from instructors and tutors effectively when revising writing assignments.
- I. 6. Revise writing so that it uses correct English grammar, syntax, diction, and spelling.
- I. 7. Develop strategies for success in college-level courses that require reading and writing.

Lecture Content

Instructors will work toward selected content based on the needs of individual students: Reinforcing considerations for writing Rhetorical Context Developing audience awareness Developing awareness of purpose Text Generation   Using strategies for text development appropriate to the analysis and interpretation of a text Proposing and supporting a thesis Identifying organizational structures Practicing strategies for revision Reinforcing critical thinking/reading Evaluation of Texts Identifying the authors point of view Identifying authors rhetorical strategies Identifying traits of a variety of texts Context and Text Relating text to personal, historical, academic, or current contexts Using quotation, summary, and paraphrase Secondary Sources Using library and technological resources Observing assigned citation conventions Defining plagiarism and recognizing the penalties Assessing the reliability of sources Reinforcing syntactical considerations Revision Strategies Reseeing concepts, rethinking interpretations, and reevaluating organization to create unity and coherence Reconsidering syntax, diction, grammar, mechanics, and reference to create clarity, coherence, and readability Editing Skills Developing familiarity with grammar handbook Recognizing the use of technology for editing Characteristics of Standard Written English Identifying the role of diction in writing Identifying the role of syntax in written meaning Identifying the role of grammar in readab ility Considering the consequences of a writers violations of the conventions of Standard Written English Reinforcing manuscript considerations Conventions of Manuscript Preparation Distinguishing among the various essay, term paper, and report formats Exploring conventions of manuscript preparation Demands of Audience Rhetorical Purpose Student Support Remediation for grammar and mechanics in the context of assignments Collaborative writing and editing exercises One-on-one consulting and revising sessions Student Success Skills Develop metacognition about composition and other academic challenges Adopt behavioral strategies for student success in a college-level course Identify predictive success indicators If the course is taught by an English as a Second Language instructor, the instructor will also include language support

Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

Instructional Techniques

Workshops Low-stakes assessments Targeted individual conferences to review foundational skills Coordination with instructors in students other courses to develop directed learning activities

Reading Assignments

Reading assignments are provided by the transfer-level courses in which the students are enrolled. They may include but are not limited to Expository texts for the purpose of identifying the authors purpose and audience, the main idea(s), and key supporting details. Sample essays and the work of peers to identify strengths and/or weaknesses. Primarily non-fiction texts for the purpose of identifying the authors purpose and audience, the main idea(s), and key supporting details.

Writing Assignments

Writing assignments provide additional support for the transfer-level courses in which the students are enrolled. They may include but are not limited to Revision of transfer-level assignments Directed Learning Activities in support of the referring courses assignments

Out-of-class Assignments

Out-of-class assignments provide additional support for the transfer-level courses in which the students are enrolled. They may include but are not

limited to Directed Learning Activities focused on reading comprehension and strategies, grammar, syntax, and documentation. Draft revision

Demonstration of Critical Thinking

Students will demonstrate critical thinking through revising and editing writing to display systematic ordered thought and will use evidence to support the thesis or topic sentence.

Required Writing, Problem Solving, Skills Demonstration

Short writing assignments Quizzes Directed Learning Activities Skills-based workshops Revision of referring course assignments

Eligible Disciplines

ESL: Masters degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelors degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND masters degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required. English: Masters degree in English, literature, comparative literature, or composition OR bachelors degree in any of the above AND masters degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Masters degree required.

Manuals Resources

1. Bullock, R.; Brody, M.; Weinberg, F. The Little Seagull Handbook with Exercises, Norton, W.W. Company, Inc. , 02-01-2017

Other Resources

1. Coastline Library 2. Instructors may suggest or require that students access OERs, e-books, or other educational files or websites. 3. Instructors may re-use readings or textbooks from students other courses.