

ENG-1003: TRANSITION TO COLLEGE ENGLISH

Cuyahoga Community College

Viewing: ENG-1003 : Transition to College English

Board of Trustees:

December 2021

Academic Term:

Spring 2021

Subject Code

ENG - English

Course Number:

1003

Title:

Transition to College English

Catalog Description:

Intensive practice in writing for the purpose of preparing students for college-level English. Successful completion permits a student to enroll in ENG-1010.

Credit Hour(s):

1

Lecture Hour(s):

1

Requisites

Prerequisite and Corequisite

Appropriate placement test score or departmental approval.

Outcomes

Course Outcome(s):

Write compositions totaling a minimum of 2,000 words using appropriate rhetorical strategies. Examples of genres that may be taught include narration, description, summary, evaluation or analysis, argument, and reflection.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Write essays that have a clear focus, are logically organized, and use transitions appropriately.
2. Generate content appropriate to the genres that are assigned.
3. Understand writing as a process that involves several stages.

Course Outcome(s):

Edit essays for clarity and accuracy with regard to correct grammar and mechanics.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Edit for sentence boundary issues including run-on sentences, comma splices, and fragments.
2. Edit for appropriate word usage such as avoiding slang, having an awareness of proper homophones, and using appropriate diction and tone.

3. Edit for grammar and mechanics.

Methods of Evaluation:

1. Diagnostics
2. Formal and informal writings
3. Writing workshops
4. Student-Instructor Conferences
5. Writing portfolios

Course Content Outline:

1. Essay genres (options may include)
 - a. Narrative
 - b. Descriptive
 - c. Summary
 - d. Evaluation
 - e. Argument
 - f. Reflection
2. Rhetorical strategies
 - a. Narration
 - b. Description
 - c. Summary
 - d. Cause and effect
 - e. Compare and contrast
 - f. Process analysis
 - g. Argumentation/persuasion
3. Writing process
 - a. Brainstorming
 - b. Drafting
 - c. Revising
 - d. Editing
 - e. Publishing
4. Central point
 - a. Main idea/thesis statement
5. Paragraph-level concerns
 - a. Main ideas
 - b. Supporting details
6. Sentence-level concerns
 - a. Fragments
 - b. Run-on sentences
 - c. Subject-verb agreement
 - d. Pronoun-antecedent agreement
 - e. Verb tense shift
 - f. Appropriate word choice

Resources

Adler-Kassner, Linda Susanmarie Harrington. *Basic Writing as a Political Act: Public Conversations About Writing Literacy*. 1st. Creskill, NJ: Hampton UP, 2002.

McNenny, Gerri and Sallyanne Fitzgerald, Eds. *Mainstreaming Basic Writers: Politics and Pedagogies of Access*. 1st. Mahwah, Nj: Erlbaum, 2001.

Bartholomae, David and Anthony Petrosky. *Facts, Artifacts and Counterfacts: Theory and Method for a Reading Writing Course*. 1st. Boynton/Cook, 1986.

Enos, Theresa. *A Sourcebook for Basic Writing Teachers*. 1st edition. Random House, 1987.

Horner, Bruce and Min-Zhan Lu. *Representing the "Other": Basic Writers and the Teaching of Basic Writing*. 1st ed. NCTE, 1999.

Luke Schlueter and Rachel Kazmier. *English Bridge E-Book*. 3rd ed. Cleveland: Tri-C Creative Commons, 2021.

"Stretch at 10: A Progress Report on Arizona State University's Stretch Program. "Glau, Gregory R." 26.2. 2007-01-01 00:00:00.0.

Andrea, Lunsford. *LEt's Talk: A Pocket Rhetoric*. W.W. Norton, 2021.

Resources Other

1. Excelsior Online Writing Lab. Creative Commons. 2020. <https://owl.excelsior.edu/>
2. Lumen Learning – Accelerated English. Open Source. <https://courses.lumenlearning.com/atd-bhcc-acceleratedenglish/>

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