

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

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| 1. Department/Course: <u>DEAF - 188C</u> | 7. Degree/Applicability:
Credit, Not Degree Applicable (C) |
| 2. Title: <u>Intensive University Preparation:
Academic Writing III</u> | 8. General Education: |
| 3. Cross Reference: | 9. Field Trips: <u>Not Required</u> |
| 4. Units: <u>4</u>
Lec Hrs: <u>4</u>
Lab Hrs: | 10. Requisites:
Advisory
ASL fluency. |
| 5. Repeatability: <u>Yes Times:3</u> | |
| 6. Grade Options: Letter Grade, May
Petition Credit/No Credit (GC) | |

12. Catalog Description:

This course is the third course in a three-semester program in writing with an emphasis on composition, critical reading skills, and the development of natural English expression. This course reviews the fundamentals of essay development and focuses on reading critically and writing summaries and well-developed and well-organized essays. The course is designed to prepare students who are fluent in ASL for college-level English composition and academic course work. The course is taught in ASL only and is not A.A. degree applicable.

13. Class Schedule Description:

Third of three intensive writing courses to prepare students for college coursework. Taught in ASL only.

14. Counselor Information:

This course is recommended for students who show strong academic potential and are highly motivated to bring their English writing skills to college freshman-level through intensive study. It is recommended for students who, after completing DEAF 188B, require additional critical reading and writing practice to be eligible for enrollment in English 151A. The course is taught in ASL only.

II. Student Learning Outcomes

The student will:

1. Write paragraphs and essays with increasing accuracy in grammar, usage, and mechanics.
2. Compose and revise well-organized essays containing an introduction and thesis statement, well-developed body paragraphs with topic sentences and supporting details, transitional expressions and sentences, and a conclusion.
3. Demonstrate critical thinking skills in writing by composing essays of greater complexity and sophistication that summarize, explain, or argue.
4. Gather and synthesize information by using a variety of printed and technological information resources.

5. Demonstrate the writing skills necessary to enter English 151B developmental writing course.

III. **Course Outline:**

A. Sentence Fundamentals

1. Correcting Sentence Errors
 - a. Fragment
 - b. Comma Splice
 - c. Run-on sentence

B. Critical Reading

1. Distinguishing general reasoning patterns
2. Assessing relevance to an identified subject and thesis
3. Discerning bias

C. Composition

1. Elements of the Essay
 - a. Thesis
 - b. Unity
 - c. Organization
 - d. Introduction and conclusion
 - e. Coherence
2. In-text citation
3. Patterns of Development
 - a. Summary
 - b. Expository
 - c. Argument

D. Reporting research- short research paper

IV. **Course Assignments:**

A. Reading Assignments

1. Textbook readings
2. Supplemental readings: articles, professional websites
3. Independent Research--information for documented essays and short research paper

B. Projects, Activities, and other Assignments

1. Writing portfolio
2. Independent writing improvement project

C. Writing Assignments

1. Written homework assignments- exercises and questions
2. Essays following an assigned pattern of development
3. Short research paper
4. At least one in-class essay.
5. Responses to questions about readings

V. **Methods of Evaluation/Assessment:**

- A. Quizzes and exams to assess accuracy with respect to grammar, usage, and mechanics. (SLO #1)
- B. In-class and out-of-class formal writings assessing the ability to compose paragraphs and essays containing critical structural components, sufficient and relevant content, and acceptable observance of grammar, usage, and mechanics practices. (SLO #2,3)
- C. Short Research Paper to assess the ability to gather and synthesize information from a

variety of printed and technological information resources. (SLO #4)

D. Writing portfolio to evaluate readiness for advancement to English 151B (SLO# 5)

VI. Methods of Instruction:

A. Demonstration

B. Audiovisual

C. Independent Study

D. Computer Assisted Instruction

E. Collaborative Learning

F. Other

1. web enhanced instruction

G. Lecture

H. Discussion

VII. Textbooks:

Required

1. Alfred Rosa and Paul Eschholz *Models for Writers: Short Essays for Composition* 9th Edition, Bedford/St. Martins, 2006 ISBN: 0312446373

2. Joseph Trimmer *Guide to MLA Documentation* 7th Edition, Houghton Mifflin, 2005 ISBN: 0618646949

Optional

VIII. Supplies:

CID 2806