Administrative Unit: Humanities Department

Course Prefix and Number: ENGL 107N

Course Title: Developmental English Composition (special section for non-native speakers)

DIGITAL DESCRIPTIONS

STUDENT DESCRIPTION:
# Cr Hrs - # Lec Hrs - # Lab Hrs
3 - 3 - 3

PAY-HOUR DESCRIPTION:
Total # = Lec Hrs + Lab Hrs
Atypical Pay Structure.

Catalog Description: Special class for non-native speakers. Comprehensive review of basic English grammar and writing skills as preparation for ENGL 111. Grade of C or better is required. Students must repeat the course in the succeeding semester if a D, U, or F grade is awarded. Prerequisite: Placement by Humanities Department faculty only.

Prerequisites/Corequisites: Placement by Humanities Department faculty only.

Text: Required texts must include an ESL grammar and reader as well as a college-level dictionary (preferably English-English) and should include a rhetoric. Suggested texts include:


An advanced-level ESL grammar text:

An advanced-level ESL anthology of readings:

Course Objectives: The student will:

1. Read the assignments in the textbooks and demonstrate knowledge and comprehension of the material through class participation, tests, assigned exercises, and writing. Readings will emphasize grammar, conventions of educated writing, and appropriate paragraph development.
2. Select and limit topics for composition as assigned.

3. Formulate and state the point of each written composition.

4. Maintain unity and coherence through explicit statement of the point, topic sentences in paragraphs, transitional words and phrases, and a significant organization of the evidence.

5. Complete all papers as assigned, including paragraphs and personal essays. Paragraphs will emphasize unity and coherence, each structured with a topic sentence, supporting sentences, and a concluding sentence. Essays will emphasize the same principles, extended to papers of 300-500 words.

6. Practice effective and active sentence construction.

7. Recognize and avoid incorrect and ineffective usage and construction, such as fragments, fused sentences, comma splices, dangling modifiers, and errors in agreement, reference, point of view, tense, case, and spelling.

8. Practice effective punctuation.

9. Demonstrate competence as defined above through in-class writing. By the end of the course, such competence should include control of words, phrases, clauses, sentences, and paragraph division and structure.

10. Use word-processing as assigned or allowed.

11. Revise consciously, effectively, and thoroughly, emphasizing both correctness and the point, evidence, and organization of the finished composition.

12. Write and submit for evaluation six to ten compositions and, by the end of the semester, write an acceptable informal essay of 300-500 words, as assigned. "Acceptable" means demonstrated proficiency with basic vocabulary (both words and idioms), basic standard English sentence grammar, and basic conventions of correct writing and punctuation. It means, in addition, unified coherent development of a point (thesis, controlling idea) at the informal essay level. Students should write a total of 4,500 words of graded work.

Topical Outline:

I. Grammar - major parts of speech
II. Grammar - correcting major errors
III. Spelling techniques and review
IV. Punctuation rules and review
V. Writing effective sentences
VI. Constructing paragraphs
VII. Organizing and writing short essays
VIII. Overall "writing to the point"

See additional details under OUTCOMES in the attached Departmental Standards.

Recommended maximum class size for this course: 15

Prepared by: Sylvia Noel

Name ___________________________ Signature ________________________

Date: March 10, 2003

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.