



COURSE APPROVAL FORM COVER SHEET

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Technology and Student Services
SCHOOL

English
DEPARTMENT

EN100W-Fundamentals of English/Writing
COURSE ALPHA, NUMBER, TITLE

Desiree T. Ventura and English Department
AUTHOR

03/19/2012
DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

- ☐ Course Adoption - all signatories
☒ Course Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR	Lisa Baza-Cruz, Ed. D. <i>LB</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3/19/2012	NC
REGISTRAR	Patrick L. Clymer <i>PC</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3/24/12	NC
DEAN	Dr. Michael Chan <i>MC</i> for Dr. Virginia Tudela	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3/29/2012	NC
LEARNING OUTCOMES COMMITTEE CHAIR	Eric K.L. Chong <i>EC</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5/8/12	NC
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D. <i>RS</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5/8/12	WC p.8
PRESIDENT	Mary A. Y. Okada, Ed.D.	<input type="checkbox"/>	<input type="checkbox"/>		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

Paper Copy Archived
Banner SCACRS pdf
C: Binder AY Catalog
Electronic MS Word

5/8/12

College Catalog Update
☒ Fall ☐ Spring Yr 2012
5/8/12 MS Word
Banner Dbase

EN100W-ISR-2012-05-08

COURSE APPROVAL FORM FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action that applies. If previous Course Guide exists, please attach.

- A. ☐ Adoption
- B. ☒ Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

- ☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
- ☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
- ☒ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
- ☐ Identify specific changes not listed above:

II. INTRODUCTION

The course is connected to the following program(s):

EN100W-Fundamentals of English/Writing is a developmental course that supports the General Education requirements. This course is a prerequisite to various certificate and degree programs, but is not connected to a particular program. However, successful completion must be achieved in order to enter EN 110 – Freshman Composition, which is a requirement for all associate degrees. This course demonstrates to students how effective reading and writing skills enrich all aspects of their lives.

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.
Course Description:

Students work toward improving their writing skills. Instruction is individualized to meet each student's level of ability. EN100W focuses on writing as a process, conferencing with peers and the instructor, and using critical thinking skills to improve written work.

Students with a composition score below 4 from a prior EN100W course are required to retake EN100W until the required composition score of "Pass" is achieved. Students may enroll in both EN100R and EN100W if they earn a score of 62-67 on the reading component of the COMPASS placement test. Students are placed into EN100W if they received a grade of "P" in EN100R-Fund. Of English/Reading, or are reading at the 9.0 or above grade level based on the Nelson-Denny reading test and currently enrolled in EN100R, or earn a score of 68-100 on the reading component, 0-100 on the writing component, and 0-5 on the essay component of the COMPASS placement test.

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: **2011-2012**

Page Numbers: **133-134**

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

- 1. Demonstrate an improvement in their overall writing abilities.**
- 2. Submit prewriting drafts, outlines, rough drafts, revisions, and final drafts as evidence of using the writing process.**
- 3. Utilize a word processing program to facilitate writing.**

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

- A. Reason this proposal should be adopted in light of the College's mission statement and educational goals

Guam Community College is mandated to provide career and technical education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of academic, career, and technical courses and programs. This developmental education course develops the reading, writing and critical thinking skills of students needed as a foundation to successfully function in EN110: Freshman Composition, which is required within all career-technical programs offered at the Guam Community College.

- B. An assessment of Industry or Community need

Reading and writing are basic communication skills that are inherent within all industry and community needs.

- C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable

NA

- D. Results of course and course guide evaluation.

This course was last revised in 1995. Updating this course is to satisfy the College requirement for course currency and the inclusion of Student Learning Outcomes. The course revisions are in response to feedback from English Department faculty, students, and IDEA Group Summary Report.

The Report indicates that “when the percentage of classes with ratings at or above the converted score of the IDEA database exceeds 60%, the Group’s overall effectiveness is perceived as unusually high. *Progress on relevant objectives (63%), excellence of teacher (69%), excellence of course (69%) and summary evaluation (69%)* are all above 60%, indicating that the effectiveness of EN100W classes is highly perceived.” Thus, the modified writing workshop approach continues to operate as the foundation of course methodology. This approach supports the instructor’s ability to provide students with instruction tailored to their individual writing abilities.

This course guide will address the changes that support General Education requirements and the need to comply with the current College placement test.

- E. Program requirements (associate degree, certificate, diploma) served by this course
N/A

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

- A. Resources (materials, media, and equipment) and costs

Supplemental Resources, such as textbooks and class novel sets, will be purchased, as requested by EN100W faculty, to augment course, instructional, and learning activities. Additional resource materials (such as handouts specific to writing skills) will be developed by faculty to facilitate the instruction of this course; these resources will be housed within the department office. A multi-media projector should be secured for rooms housing EN100W courses; currently, room C4. Costs: \$6,000.00 from the English Department Budget 7760.

- B. Personnel requirements (administrative, instructional and support staff) and costs

This course will be taught by full-time faculty who are assigned to the English Department and/or by adjunct faculty who have knowledge and expertise within the field of English and Composition. Regular salary scales (full-time/adjunct) will apply. The office support staff currently provided to the English Department’s faculty is sufficient.

- C. Facility requirements and costs

Classes will be taught in a room with at least 20 computers with Word Processing Applications installed, a printer, and a multi-media projector. Due to the continued increase in enrollment, the department will pursue additional classrooms.

D. Funding source(s)

This course will be part of the locally funded budget to the College. Students will pay the usual tuition and fees. Resources and materials listed in section A to come from the English Department's Budget 7760.

E. Impact, financial or otherwise, this course may have on the School/College

The English Department developed and adopted a clearly defined rubric to be used to assess student writing. This rubric will guide the consistent scoring of final writing pieces and the administration of final grades.

In addition, an increase in the COMPASS reading score and Nelson-Denny reading score required for admittance into EN100W will improve student performance in this course.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date **Fall 2012**

- Document must be approved by second week of March to be effective following fall semester or second week of October to be effective following spring semester.

B. Course Offering: **As Needed
Every Year**

VII. COURSE DESCRIPTION

A. Course

Alpha: **EN**

Number: **100W**

B. Course Title(s)

Long Title: **Fundamentals of English - Writing**

Abbreviated Title (20 characters maximum): **Fund. Eng. Writing**

C. Contact Hours and Number of Students

Maximum Number of Students: **20**

Lecture Hours: **45**

Lab Hours (state category 1 or 2):

Clinical:

Other:

Total Hours: **45**

D. Number/Type of Credits

Carnegie Units: per semester

Semester Hours: **3** per semester

E. Catalog Description (Moved to Section III. See page 2)

F. Prerequisite(s): **Students with a composition score below 4 from a prior EN100W course are required to retake EN100W until the required composition score of "Pass" is achieved. Students may enroll in both EN100R and EN100W if they earn a score of 62-67 on the reading component of the COMPASS placement test. Students are placed into EN100W if they received a grade of "P" in**

EN100R-Fund. Of English/Reading, or are reading at the 9.0 or above grade level based on the Nelson-Denny reading test and currently enrolled in EN100R, or earn a score of 68-100 on the reading component, 0-100 on the writing component, and 0-5 on the essay component of the COMPASS placement test.

- G. Co-requisites(s)
- H. Articulation
 - Secondary Programs/Courses
 - University of Guam
 - Others
- I. Target Population

Students who need to improve their writing skills prior to enrolling in EN 110 - Freshman Composition.
- J. Cost to Students (specify any lab fees)

Tuition and fees. No textbook required.

VIII. COURSE DESIGN

Fundamentals of English-Writing (EN100W) will introduce students to the writing process via a series of ongoing, interconnected activities that involve reading and discussing sample essays, prewriting, writing, revision, editing and publishing. Mini-lessons, individualized guided-writing, instructor-student conferencing, student-student conferencing, and group sharing will facilitate an increased proficiency in their ability to engage in the writing process. The instruction of this course will include: procedural information, techniques and strategies to assist in the completion of writing tasks, and continuous evaluation of the student's evolving writing ability.

Students will read sample essays and discuss the techniques and strategies employed by a variety of authors; these essays will serve as models for student understanding.

Students are provided time to write within class sessions; in-class writing time may incorporate steps within the writing process, group activities, or group sharing.

IX. COURSE OUTLINE

- 1.0 Writing as a Process**
- 2.0 Exploring the Essay**
- 3.0 Critical Thinking Skills**
- 4.0 Grammar**
- 5.0 Types of Essays**
- 6.0 Word Processing**

X. STUDENT LEARNING OUTCOMES - DETAILED (based on Course Outline)

At the completion of the course, students will be able to:

- 1.0 Demonstrate Writing as a Process**
 - 1.1 Apply prewriting strategies and techniques.**
 - 1.1.1 Discuss the essay topic's significance.**

- 1.1.2 Propose possible thesis statements, supporting examples, and supporting discussion.
 - 1.1.3 Organize an outline.
- 1.2 Compose essay drafts.
- 1.3 Revise essay drafts.
 - 1.3.1 Identify essay content in need of revision.
 - 1.3.2 Transfer feedback from instructor conference to revision.
- 1.4 Assess draft revisions before final submission.
 - 1.4.1 Identify errors in conventions-punctuation, word choice, sentence structure, grammar and spelling.
- 1.5 Produce final drafts for submission.
- 2.0 Explore the Essay/Integration of Sample Model Pieces

By reading sample essays and discussing the techniques and strategies employed by authors, student will begin to:

 - 2.1 Compose effective introductions.
 - 2.1.1 Explain the topic's significance.
 - 2.1.2 Explain the context in which the essay's topic will be discussed.
 - 2.1.3 Develop a clear thesis statement that accurately responds to the writing prompt.
 - 2.2 Compose Successful Supporting Paragraphs.
 - 2.2.1 Create paragraphs that focus on single ideas to advance the thesis.
 - 2.2.2 Produce logical transitions.
 - 2.2.3 Support main ideas with relevant discussion and specific examples.
 - 2.3 Compose Effective Conclusions
 - 2.3.1 Connect supporting ideas and the thesis.
 - 2.3.2 Recall the topic's significance.
 - 2.3.3 Develop closing remarks.
- 3.0 Demonstrate Critical Thinking Skills

By reading sample essays and discussing the techniques and strategies employed by authors, student will begin to:

 - 3.1 Differentiate between Narrative, Comparative, Persuasive, and Reflective essays and prompts
 - 3.2 Compare and contrast opposing arguments and perspectives.
 - 3.3 Appraise the written work of others.
- 4.0 Control of Standard Written English Conventions
 - 4.1 Identify run-on and fragmented sentences.
 - 4.2 Identify errors in verb-tense.
 - 4.3 Identify errors in punctuation.
 - 4.4 Apply correct grammatical conventions to written work.
 - 4.5 Earn a score of 70 or higher on the Standard English Recognition Test (SERT)
- 5.0 Produce Different Types of Essays
 - 5.1 Compose a Narrative Essay.
 - 5.2 Compose a Comparative Essay.
 - 5.3 Compose a Persuasive Essay.
 - 5.4 Compose a Reflective Essay.
- 6.0 Use of Word Processing Application.
 - 6.1 Apply corrections (if appropriate) from the application's spelling and grammar check to written work.
 - 6.2 Use various formatting options when composing written work.

6.3 Use an electronic thumb/flash drive.

6.4 Complete Final Drafts with the use of a word processing application.

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

The Holistic grading method will be used to determine progress for each of the student's essays utilizing the Writing Evaluation Rubric.

A final composition exam is administered at the end of the semester. The English DC will provide final essay prompts. To ensure a non-bias review of papers, final compositions exams will be reviewed by an additional faculty member within the English department. This paper is returned to the instructor, who will administer the final score and grade.

At the end of the course, the student will receive a grade of P, Z, or F. A grade of P (Pass) indicates the completion of course requirements; Z (Progressing) indicates the student has made progress, however, the student has yet to achieve the competencies required and must retake EN100W; and F (Fail) indicates that the student did not meet the requirements of the course.

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)
N/A

B. Reference(s) and Bibliography
Various resources (books focused on basic college writing skills) are available in the department office, and as new resources are reviewed or requested, department will purchase as funds allow.

C. Equipment/Facilities

Additional classrooms with a minimum of 20 computers must be pursued in order to accommodate increased enrollment at the College.

D. Instructional Supplies

Basic instructional supplies will be provided by the English Department.

E. Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?

☐ Yes

☐ No

Comments:NA

EN081 LITERATURE SURVEY (3)

This course is designed to familiarize the student with a selection of writings by noted authors of the shorter genre of Literature: the short story, poetry, the essay, and short dramatic selections. Areas of instruction include the structure of and literary elements contained in these genre, reading comprehension, vocabulary development, and Literature-based composition. Course offering: As needed. Prerequisites: The student must have successfully completed Junior English (second semester), or be recommended to the class by a counselor or a Language Arts teacher

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Differentiate between literary forms to include a short story, play, lyric poem, personal narrative, and essay.
2. Identify plot, character, point of view, setting, mood, irony and satire, and theme.
3. Demonstrate information gathering skills and composition skills.

EN091 FUNDAMENTALS OF COMMUNICATION (3)

This course is a study of communication and speech, and introduces students to the ongoing, everchanging process of communication. This course will focus on the basic channels of communication, the principles of interpersonal communication, communication within groups, and the process of preparing and delivering speech presentations. Course offering: As needed

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Apply oral communication skills and participate in the communication process.
2. Demonstrate effective listening and nonverbal skills.
3. Develop and present speeches for a variety of purposes.

EN100B FUNDAMENTALS OF ENGLISH-BASIC (4)

This course is designed to meet the needs of those students scoring between 15-37 on the reading section of the placement test who need developmental work in basic English skills. (main emphasis is on reading) prior to entry into Fundamentals of English/Reading (EN100R). Student will work on an individualized basis with the assistance of instructor to increase and improve reading ability. Course offering: As needed. Prerequisite: Score between 15-37 on the currently utilized College placement test (COMPASS).

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Demonstrate growth in vocabulary level
2. Improve in comprehension level.
3. Show a more positive attitude toward reading.
4. Understand the basics of the "reading process."

EN100R FUNDAMENTALS OF ENGLISH/READING (3)

This course is designed to meet the needs of those students requiring additional reading skill development. Students scoring 38 - 67 on the COMPASS placement test are required to enroll in this course, EN100R. If student scores between 38-47, student is required to enroll in this course only. If student scores between 48-67 on the COMPASS placement test, student may choose to enroll in both this course (EN100R) and EN100W. It is the recommendation of the English Department that student first completes the reading requirement. Course offering: As needed. Prerequisite: EN100B

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Demonstrate growth in vocabulary and comprehension levels.
2. Demonstrate an improved attitude toward reading.
3. Demonstrate a clear understanding and extensive practice of the "reading process".

EN100W FUNDAMENTALS OF ENGLISH-WRITING (3)

Students work toward improving their writing skills in this course. Instruction is individualized to meet each student's level of ability. EN100W incorporates the writing process approach, providing time and opportunities for writers in student instructor/student-student conferencing process. Students with a composition score below PASS are placed in EN100W. Course offering: As needed. Prerequisites: Students scoring above 35 on the reading section of the currently utilized placement test and 4, 3, or 2, on the composition sample or UOG placement test, EN100R

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Demonstrate improvement in their overall writing abilities.
2. Demonstrate a clear understanding and extensive practice of the "writing process."
3. Utilize word processing applications to facilitate the writing process.

EN110 FRESHMAN COMPOSITION (3)

Emphasizing critical reading, writing, and thinking, this course focuses on communicating clearly and effectively, using standard written English in an academic setting, as well as in other communities. Students will practice exploring ideas, conveying information, and adopting a persuasive stance in writing. They will demonstrate logical reasoning, adequate factual support, clarity, organization, and appropriate language choices in their writing. Course offering: As needed. Prerequisite: Placement into EN110 or successful passing of EN100R, EN100W

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Employ the writing process (invention, drafting, revising) and writing strategies.
2. Demonstrate understanding of the connection between reading and writing.
3. Identify and apply the connection between an author's purpose, audience, and strategies.
4. Compose essays using prose patterns in narration and description, exposition, cause and effect, and argument and persuasion.
5. Identify and apply critical thinking skills.

EN111 WRITING FOR RESEARCH (3)

This course is a continuation of EN110. Emphasis is placed on accuracy of information, meticulous observance of format, and clarity and effectiveness in written English. Students will develop critical reading skills and learn the techniques of both primary and secondary research. Prerequisite: Students must complete EN110 with a "C" or better before enrolling in this course

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Generate a focused and mature thesis.
2. Engage in primary and secondary research.
3. Report, analyze, argue, paraphrase and summarize.
4. Coherently synthesize information from multiple sources.
5. Evaluate sources intelligently and apply proper documentation.

EN125 INTRODUCTION TO SPEECH (3)

This course surveys speech communication theories, concepts and skills existing in interpersonal, intercultural, small group, and organizational interactions, as well as oral public presentations. This course offers a combination of humanistic and pragmatic approaches to understanding and evaluating communication. A significant portion of the course covers the preparation and presentation of oral assignments (speeches). Course offering: As needed. Prerequisite: Placement into EN110 or successful passing of EN100R/W.

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Demonstrate listening and information gathering skills.
2. Explain the differences in cultural communication patterns.
3. Apply oral communication skills through actual applications.
4. Develop and deliver speeches for a variety of purposes.

EN194 TECHNICAL REPORT WRITING (3)

This course prepares students to write for business, industry, and professions. Students will engage in the writing and speaking process and will develop examples of technical "products" including letters, memos, formal reports, interviews, and oral presentations. Course offering: As needed. Prerequisite: EN110

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Communicate effectively in written form for specific situations.
2. Communicate effectively in written form for a definite purpose.
3. Communicate effectively in written form to enable the reader to react.

GUAM COMMUNITY COLLEGE
TRADES AND PROFESSIONAL SERVICES
English Department
EN100W-Fundamental of English/Writing
Writing Evaluation Rubric

The **“Pass” PAPER** shows that the writer is confident with his/her writing skill. The essay has one clear, well-focused topic; the main ideas are well supported by vivid and accurate details. The essay has an inviting and appropriate introduction, followed by relevant information presented in a logical order. Furthermore, the essay closes with a strong and convincing conclusion. The author’s purpose of writing is very clear and there is strong evidence of attention to audience. The author uses sophisticated vocabulary and phrases; sentences are well constructed and vary in structure and length with minimal grammatical and mechanical errors.

The **“3” PAPER** may have a focused topic, but the main ideas are not well supported by detailed information. Organization is evident: the introduction, body/supporting paragraphs, and conclusion are included, but the ideas are not clearly conveyed to the reader. The author does show some attention to audience, especially with accurate and vivid words and phrases, yet the choice and placement of words is inaccurate and at times overdone (or underdone). The use of jargon and clichés detracts from the writing piece. The author makes a number of errors in grammar, mechanics, and spelling, which distract from the reader’s ability to comprehend the essay.

The **“2” PAPER** may have one topic, but the main ideas may be unclear. Introduction and conclusion are included, though overall organization seems random and is questionable. The author uses words that communicate clearly, but the writing lacks fluency and variety. The purpose of the author is somewhat clear, but there is little evidence of an organizational plan and attention to audience. Errors in grammar, mechanics, and/or spelling are abundant and interfere with the reader’s understanding of the essay.

The **“1” PAPER** is found to be lacking in development and purpose. The topic and main ideas are not stated clearly and suffer from limited vocabulary. Organization is questionable: there is no clear introduction, structure, and conclusion. Lastly, the author makes numerous errors in grammar, mechanics, and/or spelling that are so severe that the writer’s ideas are difficult or impossible to understand.