

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

HSDP 412

**COURSE TITLE**

ENGLISH COMPOSITION 5-6

**TYPE COURSE**

NON-FEE

HSDP

**CATALOG COURSE DESCRIPTION**

This two semester course is designed to improve written language skills in real communication situations. The course includes informative, narrative, descriptive, and persuasive writing. The students will demonstrate these writing skills through forms, letters, reports, essays and other types of written communication. (FT)

**LECTURE/LABORATORY HOURS**

90

**ADVISORY**

NONE

**RECOMMENDED SKILL LEVEL**

Successful completion of English 1-5 or demonstrated mastery of the objectives of those courses.

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Completion of the course objectives will enable the student to:

1. Recognize the power of written language to extend the experience of the individual and aid in achieving personal goals.
2. Develop proficiency and effectiveness in writing for practical, creative and aesthetic purposes with clarity and precision.

COURSE OBJECTIVES

Upon completion of the course the student will be able to:

1. Use words that are exact, fresh, vivid and appropriate to the situation and to the audience.
2. Write effective sentences which emphasize the main ideas.
3. Write essays that analyze or interpret a particular subject.
4. Investigate, in depth, a topic and report the findings in writing.

**SECTION II**

COURSE CONTENT AND SCOPE

1. Introduction
  - 1.1. Procedures and objectives
  - 1.2. Assessment of skill levels through formal and/or informal testing
2. Language Study
  - 2.1. Work usage
    - 2.1.1. Vague vs specific words
    - 2.1.2. Denotation and connotation
    - 2.1.3. Clichés
    - 2.1.4. Euphemisms and pretentious writing
    - 2.1.5. Levels of usage
      - 2.1.5.1. Slang
      - 2.1.5.2. Informal English
      - 2.1.5.3. Standard English

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.2. Sentences
  - 2.2.1. Conciseness
    - 2.2.1.1. Redundancies
    - 2.2.1.2. Unnecessary words
  - 2.2.2. Sentence variety
    - 2.2.2.1. Sentence length
    - 2.2.2.2. Word order
    - 2.2.2.3. Sentence imitation
  - 2.2.3. Emphasis
    - 2.2.3.1. Coordination
    - 2.2.3.2. Subordination
    - 2.2.3.3. Parallelism
    - 2.2.3.4. Active and passive voice
  - 2.2.4. Sentence combining
    - 2.2.4.1. Coordination
    - 2.2.4.2. Subordination
- 2.3. Paragraphs
  - 2.3.1. Paragraph unity and structure
  - 2.3.2. Coherence in the paragraph
    - 2.3.2.1. Coherence through order
    - 2.3.2.2. Coherence through linking devices
  - 2.3.3. Methods of development
    - 2.3.3.1. Exemplification
    - 2.3.3.2. Division and classification
    - 2.3.3.3. Comparison and contrast
    - 2.3.3.4. Process and analysis
    - 2.3.3.5. Cause and effect
    - 2.3.3.6. Definition
- 2.4. Essays
  - 2.4.1. Choosing and limiting a topic
  - 2.4.2. Determining the purpose and identifying the audience
  - 2.4.3. Gathering material
  - 2.4.4. Writing a thesis statement
  - 2.4.5. Organizing and outlining material
  - 2.4.6. Writing the first draft
  - 2.4.7. Revising and editing the essay
- 3. Writing Skills – The Term Paper
  - 3.1. Choosing and limiting a topic
  - 3.2. Determining the purpose and audience
  - 3.3. Writing a thesis statement
  - 3.4. Search strategy: gathering material
    - 3.4.1. Encyclopedias
    - 3.4.2. Biographical works, atlases, gazetteers and other reference works
    - 3.4.3. The card catalog
    - 3.4.4. Periodical indexes

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.5. Reading and taking notes
- 3.6. Plagiarism
- 3.7. Organizing and outlining the term paper
- 3.8. Writing the first draft
- 3.9. Revising and editing the term paper
  - 3.9.1. Format
  - 3.9.2. Handling quotations within the text of the paper
  - 3.9.3. Parenthetical documentation
  - 3.9.4. Bibliography from: books
  - 3.9.5. Bibliography form: periodicals

APPROPRIATE READINGS

Reading assignments may include, but are not limited to the following:

- 1. Text consisting of samples from all genres.
- 2. Newspapers, magazines, journals.
- 3. Internet sources.
- 4. Selected fiction and nonfiction

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, the following:

- 1. Writing and revision essays, poetry, etc.
- 2. Research projects.
- 3. Journal entries.
- 4. Collaborative projects with class notes.
- 5. Online or email projects

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to the following:

- 1. Preparing essays and research projects.
- 2. Writing and revising essay assignments.
- 3. Editing revised work for grammatical and mechanical accuracy.
- 4. Critically reading textbook assignments, articles and other source materials.
- 5. Conducting research in the library or online.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Critical thinking assignments may include, but are not limited to the following:

1. Analyzing course reading assignments in class discussion and in writing.
2. Analyze own and others work for content, organization, support and development.
3. Synthesize information from class readings with own ideas to formulate a position.
4. Synthesize information from various sources to agree for or against a position.
5. Evaluate and analyze appropriate films, interviews and video.
6. Evaluate online resource for relevance, accuracy, and authority.

### EVALUATION

Students will be evaluated through the use of written/oral examinations after each unit; oral recitations; discussions; multi-media learning activities and critiques of participation in individual and group activities.

### METHOD OF INSTRUCTION

The primary methods of instruction will include, but not be limited to, lectures, discussions, individualized instruction, multi-media presentations, guest speakers and field trips.

### TEXTS AND SUPPLIES

The instructor will provide a course syllabus, a rubric for scoring essays, and appropriate handouts.

Students will provide pen/pencil, paper, a dictionary and a text on writing a term paper.

PREPARED BY Sheila Shaw DATE August, 1985

DATA REVISED BY Brian Ellison DATE January 24, 2014

DATA REVISED BY Instructional Services/SLO's Added DATE January 24, 2014

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

### REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog