**ENGLISH 900 MODEL COURSE OUTLINE**

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**Student Learning Objectives:**

* Understand the invention and revision process in composition
* Write thesis-driven argumentative essays supported by outside sources
* Write grammatical sentences in the service of an essay assignment

**Student Performance Objectives:**

* Identify and use prewriting strategies to develop essay topics and content
* Develop and support a thesis statement
* Develop an argument supported by evidence
* Recognize and evaluate evidence for an argument
* Evaluate and cite resources for an essay topic
* Identify and correct errors in grammar, sentence structure, and punctuation in student writing

**Course Outline for Model English 900-Fully Online and Hybrid**

**Unit 1: Course Orientation and Welcome**

* **WEEK 1 :** SLO Overview
* **Major and Minor Assessments**
	+ Set up Gmail
	+ Skills Assessment Readiness Quizzes
	+ Course Assessment Discussion
	+ *A Writer’s Reference* Review
* **Readings**
	+ Hacker: Skim text for organizational set-up

**UNIT 2: Working With Groups:**

**Week 2**
**GE Outcomes:**
SLO’s: Upon successful completion the student will be able to:

* COMMUNICATION: Use creative expression to communicate acquired knowledge or skills effectively.
	+ 1.3 - Listening: Listen actively, respectfully, and critically.
* COGNITION: Use critical thinking skills to observe, analyze, synthesize, and evaluate ideas and information.
	+ 2.2 - Creative Thinking and Application: Formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts.
* SOCIAL RESPONSIBILITY: Demonstrate sensitivity to and respect for others.
	+ 4.1 - Respect for Diversity: Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.
* **Major and Minor Assessments:**
	+ Collaborative Survey
	+ Develop Group Norms
	+ Discussion Board conversation

**Unit 3: Critical Reading**

**SLOs:**

* Understand the invention and revision process in composition
* **WEEK 3: Topic: Reading Strategies Review with Annotating and Outlining**
	+ **Major and Minor Assessments:**
		- Complete a Quiz
		- Develop a Formal Text Outline with your cohort
	+ **Readings:** Tab A1 “Annotating and Outlining”
* **WEEK 4: Topic: Summary and Analysis Skills**
	+ **Major and Minor Assessments:**
		- Contribute to all-class Reading Strategies Discussion Board
		- Develop a study guide of Reading Strategies with your cohort
	+ **Readings:** *A Writer’s Reference* A-Tab

**Unit 4: The Writing Process:**

**SLO’s:**

* Understand the invention and revision process in composition
* Write thesis-driven argumentative essays supported by outside sources
* Write grammatical sentences in the service of an essay assignment
* **WEEK 5: Topic: Writing on Demand and the Writing Process**
	+ **Major and Minor Assessments:**
		- Develop a Collaborative Tip Sheet for Writing on Demand that includes the various stages of the writing process
		- Participate in an All-Class discussion board on students’ own writing processes.
	+ **Readings:***A Writer’s Reference TAB C4*
* **WEEK 6: Isolating Important Stages of the Writing Process--Paragraph Development**
	+ **Major and Minor Assessments:**
		- Contribute to the Collaborative document to revise a “skimpy or wimpy” paragraph
		- Participate in an All-Class discussion board in which students give their classmates advice regarding well-organized and developed paragraphs
		- **Readings:***A Writer’s Reference* TAB C4
* **Week 7: Isolating Important Stages of the Writing Process--Thesis Statement Clarity**
	+ - **Major and Minor Assessments:**
			* Contribute to Discussion Board discussion on Thesis
			* Collaborate on Thesis Statement development and revision
			* Complete a brief quiz on thesis statements
		- **Readings:** *A Writer’s Reference* TAB C1
* **UNIT 5: Understanding Global Revision and Editing**

**SLO’s**

* + Understand the invention and revision process in composition.
* **WEEK 8: Understanding the components of Revision**
	+ - **Major and Minor Assessments:**
			* Complete Reverse Outlining Assignment
		- **Readings:** *A Writer’s Reference C3*
* **WEEK 9: Understanding the components of Editing**
	+ - **Major and Minor Assessments:**
			* Complete “Revision Strategy Plan” document
		- **Readings:** *A Writer’s Reference* Tab C3-C4
* **WEEK 10: Comparing and Contrasting Revision and Editing Strategies**
	+ - **Assessment:**
			* Complete the Unit 5 Week 10 Collaborative Read Aloud Assignment
			* Post to “Read Aloud” Discussion Board
		- **Readings:** *A Writer’s Reference C3*

**UNIT 6: CONDUCTING RESEARCH**
**SLO’s**

* Write a thesis driven argumentative essay supported by outside sources.
* **WEEK 11: Conducting research**
	+ **Major and Minor Assessments:**
		- New Group Introductions
		- Discussion Board Posting after 10 minutes of Research
		- Research Best Practices Guide (with cohorts)
	+ **Readings:**
		- Films on Demand viewing
		- *A Writer’s Reference* R-Tab
* **Week 12: Conducting Research:**
	+ **Readings:**
		- **R-Tab (R2)** *A Writer’s Reference*
		- Films on Demand
	+ **Major and Minor Assessments:**
		- 3-part MLA FAQ Attendance Check-in
		- Research Group Discussion Board Posting
		- Analyze an article using Hacker Chart Guidelines

**UNIT 7: GRAMMAR AND STYLE**
**SLO’s :**

* Understand the invention and revision process in composition
* Write grammatical sentences in the service of an essay assignment
* **WEEK 13: Identifying Grammar and Style Issues**
	+ **Major and Minor assessments:**
		- Complete Survey identification of issues
		- Sign up for group collaborative (self-select groups)
		- Preview Grammar and Style Collaborative assignment
		- Complete Delegation of Duties Collaborative document
	+ **Readings:** *A Writer’s Reference* Tab G--Grammatical Sentences

**WEEK 14: Developing Solutions to Grammar and Style Issues**

* + **Major and Minor Assessments:**
		- Review Grammar and Style lesson
		- Develop Grammar and Style Collaborative tip sheet
		- Participate in an All Class Discussion reflecting upon what students learned about their own grammar and style issues.

**Readings:** *A Writer’s Reference* Tab P and G--Punctuation and Mechanics and Basic Grammar

**UNIT 8:  Course Portfolios and Self Reflection**

***Repeat Review of Course SLOs for personal assessment***

* **WEEK 15: Reflecting on What You’ve Learned**
	+ **Major and Minor Assessments:**
		- Participate in Cohort Collaboration to connect artifacts to SLO’s and SPOs
		- Participate in reflective discussion about artifacts
	+ **Readings:**
		- *A Writer’s Reference C3-e Preparing Your Portfolio*
* **WEEK 16: Portfolio peer review and course survey**
	+ **Major and Minor Assessments:**
		- Peer Review of ePortfolio for Cohort Members
		- Turn in revised ePortfolio
		- Complete a Course Survey
	+ **Readings:**
		- *A Writer’s Reference C5 Designing Documents*