Course Information

Division: Communicative Arts
Course Number: ENG 110
Title: Written Communications I Lab
Credits: 1
Developed by: Helen Robinson
Lecture/Lab Ratio: 0 Lecture/2 Lab
Transfer Status:

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Credit</td>
<td>Elective Credit</td>
<td>Elective Credit</td>
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Activity Course: No
CIP Code: 23.1301
Assessment Mode: Pre/Post Test (149 Questions/173 Points)
Semester Taught: Fall and Spring
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites:
None

Educational Value:
Learners who are concurrently enrolled in English 101 will improve their competence with standard written English, including facility with conventions of punctuation, grammar, sentence structure, and paragraph development, and their knowledge of logic and rhetorical appeals and patterns.

Description:
A self-paced, open entry/open exit course. One-on-one support for students in ENG 101, emphasizing the processes and skills required for effective narrative, analytic, and source-based writing. In addition, practice in punctuation, grammar, and stylistic concerns as needed on an individual basis.

Supplies:
None
Competencies and Performance Standards

1. Demonstrate understanding of the connections between Standard Written English (SWE) and power.

Learning objectives
What you will learn as you master the competency:
- Define "dialect."
- Identify SWE as a dialect.
- Analyze societal pressures that make learning SWE difficult for most students.
- Analyze societal pressures that make competence in using SWE essential for academic and career success.

Performance Standards
Competence will be demonstrated:
- by learner achieving 70% or better on unit mastery checks. Multiple mastery checks are available for learners to retake as necessary

Performance will be satisfactory when:
- learner defines "dialect"
- learner identifies SWE as a dialect
- learner analyzes societal pressures that make learning SWE difficult for most students
- learner analyzes societal pressures that make competence in using SWE essential for academic and career success

2. Write complete sentences using a variety of structures, and punctuate those sentences according to the conventions of standard written English.

Learning objectives
What you will learn as you master the competency:
- Identify sentence boundaries.
- Revise sentence fragments into complete sentences.
- Revise comma splices and run-on sentences into correctly connected clauses or into two sentences.
- Combine clauses using coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs.

Performance Standards
Competence will be demonstrated:
- by learner achieving a score of 70% or greater on unit mastery check. Multiple unit mastery checks are available for learners to retake as necessary.
- by learner writing complete sentences using a variety of structures in papers for English 101, for other classes, or in other writing

Performance will be satisfactory when:
- learner identifies sentence boundaries
- learner revises sentence fragments into complete sentences
- learner revises comma splices and run-on sentences into correctly connected clauses or into two sentences
- learner combines clauses using coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs
3. **Improve competency on at least seven other aspects of standard written English as identified by the pretest and learners' individual preferences.**

**Learning objectives**

*What you will learn as you master the competency:*

- **a.** Based on pre-test scores and learners' analysis of their writing needs, learners will identify nine competencies to focus on.
- **b.** Based on their individual preferences, their learning styles, and the requirements of the particular competencies to be studied, learners will break the competencies down into requisite parts, study and practice applying each, then take unit mastery checks on the particular competencies until a score of at least 70% is earned.

**Performance Standards**

*Competence will be demonstrated:*

- o by learner achieving scores of 70% or greater on unit mastery checks. Multiple unit mastery checks for each unit are available for learners to retake as necessary.
- o by learner demonstrating application of the competencies in papers written for English 101, for other classes or in other writing

Performance will be satisfactory when:

- o learners improve competency on nine aspects of standard written English as identified by the pretest and learners' individual preferences

**Types of Instruction**

On-Campus Computer Lab
Individualized, Independent Study
Classroom Presentation
Small Group Collaboration

**Grading Information**

**Grading Rationale**

Learners take a written pre-test at the beginning of the course. The score does not affect the final grade, but learners' individualized programs are determined in part by scores on each of the test sections. A repeat of the pre-test is given as the post-test (final exam), which does affect the final grade. Learners generally complete mastery checks on three primary units and at least nine secondary units. If more than nine secondary units are completed, only the top nine scores are averaged with the other mastery check scores. Unit mastery checks make up 90% of the final grade, and the post-test is worth 10% of the final grade. The proficiency of revision of papers for English 101 may also be a determining factor in the final grade.

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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