

ACADEMIC SKILLS AND GENERAL STUDIES DIVISION**CONTACTS AND COMMITMENT**

619-4240, Division Dean

619-4331, Secretary

*To offer curriculum and instructional methods that guide each learner
to develop the skills and attitudes leading to academic and career success.*

ACSK 0053 BEGINNING WRITING

A course designed to review grammar, mechanics, usage, and sentence structure with concentration on developing writing skill through paragraphing. Computer software tutorials support the lecture course. Successful completion allows entry into Intermediate Composition.

PREREQUISITE: Foundations of Writing (ACSK 0041, 0042, or 0043) with a C or better, or minimum placement score: ACT-10, ASSET-28, or COMPASS 14.

CREDIT HOURS:

3 credit hours, none counting toward any degree requirements. Course grade is computed in GPA.

TARGET AUDIENCE AND TRANSFER:

This non-transfer course is intended for college students who have demonstrated a need to review the mechanics, rules, and structure of English writing. The exit criterion for Beginning Writing is a "C" or better.

CORE COURSE OBJECTIVES

A student successfully completing ACSK 0053 Beginning Writing will demonstrate these primary competencies:

1. Use grammar rules to improve proofreading techniques.
2. Write complete sentences.
3. Demonstrate techniques for writing structured and unified paragraphs.

REQUIRED/OPTIONAL TEXTS AND STUDENT RESOURCES:

Required: *College Writing Skills, Media Edition*, by John Langan, .McGraw-Hill, 2003.

Other Resources:

1. Reference materials, Internet, and study strategy and time management videos in NWACC's Library
2. NWACC's Life Development Center counseling service and programs.
3. Computer access to word processing, internet, and e-mail in the Learning Lab.

REQUIRED FORMS OF ASSESSMENT: In all sections of Beginning Writing a pre-diagnostic is given in the first week of class. Its purpose is to establish incoming skill relative to course success. A parallel post-diagnostic is given at the end of the semester. Grouped statistics regarding overall student learning in the course are based on these tools. In addition, an ACSK Developmental Performance Report indicates that students who successfully complete Intermediate Composition succeed in Composition I at a rate comparable to that of students placed directly into Composition I.

TOPICS (REQUIRED COVERAGE):

1. Parts of speech and the simple sentence--subject (nouns and pronouns), verb and the prepositional phrase; compound sentences and conjunctions; independent and dependent clauses; sentence combining by coordination and subordination for effective sentencings; use of modifiers; spelling; capitalization; and punctuation.
 2. The writing process and practice in paragraphing.
 3. To write a minimum of 3000 words during the semester.
 4. In-class writing assignments should occur at least 5 times through the semester. Paragraphs (possibly 3- or 5-paragraph essays) are successful formats for this opportunity.
 5. Final copies of major writing must be typed on a word processor and students must show confidence in word processing program.
 6. Most writing assignments will come from the text: narrative, description, and so forth.
- (Continued)

7. Plagiarism is dishonest and will not be tolerated. Plagiarized work receives an automatic grade of zero; culpable students may face suspension or dismissal. Cheating on other assignments or exams will cause an automatic grade of zero. See the NWACC handbook for college regulations and action on academic dishonesty, academic misconduct, and other college policies pertaining to the privilege of participating in higher education.

OPTIONAL COVERAGE:

1. Further practice with pronouns (point of view, agreement, reference, types); verbs and tenses: action verbs-intransitive and transitive--direct objects\linking verbs--complements--predicate nouns or predicate adjectives; other phrases, especially verbals; dangling and misplaced modifiers as needed;
2. Problems most commonly found among ESL students as well as first language English speakers. May move into the essay at end of semester, with emphasis on paragraphing within the context of the essay. This will include practice in preparing a thesis statement.