

ENGLNC-30: SUPERVISED WRITING

Effective Term

Fall 2025

CC Approval

03/07/2025

AS Approval

03/13/2025

BOT Approval

03/20/2025

COCI Approval

05/22/2025

SECTION A - Course Data Elements

CB04 Credit Status

Noncredit

CB22 Noncredit Category

Elementary and Secondary Basic Skills

Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

Subject Code

ENGLNC - English Noncredit

Course Number

30

Department

English Noncredit (ENGLNC)

Division

Language and Developmental Studies (LADS)

Full Course Title

Supervised Writing

Short Title

Supervised Writing

CB03 TOP Code

4930.09 - Supervised Tutoring

CB08 Basic Skills Status

BS - Basic Skills

CB21 Prior Transfer Level

C - Three levels below transfer

CB09 SAM Code

E - Non-Occupational

Rationale

Renumbering non-credit courses.

SECTION B - Course Description

Catalog Course Description

This course provides support for writing skills under supervision of the Writing Success Center, via workshops, online modules, directed activity, and other tutoring activities. P/NP grading only.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

Yes

Repeatability

Unlimited - Noncredit OR Work Experience Education

Grading Options

No Grade-Noncredit

Allow Audit

Yes

Requisites

SECTION D - Course Standards

Is this course variable hour?

No

Total Instructional Hours

18

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate increased knowledge of grammar, the writing process, and academic writing.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate improved English composition skills in areas such as a. Sentence grammar and English syntax. b. Reading and analyzing texts. c. The writing process. d. Developing paragraphs. e. Essay focus and structure. f. Citation and documentation.
2.	Recognize areas in their own writing where grammatical and structural elements can be revised.

Course Content

Content will vary depending on the identified needs of each student, with specific performance objectives determined by student input and diagnostics. Assignments may be adjusted throughout the semester based on students' identified needs and development and may be delivered using a WSC-approved online tutoring platform.

Writing Success Assignment Topics include:

1. The Writing Process
2. Paragraphing
3. Coherence
4. Revising a Paragraph
5. Paragraph Types/Rhetorical Modes
6. Writing an Essay
7. Thesis, Body Organization
8. Revising an Essay
9. Introductions and Conclusions
10. Essay Types
11. Summary, Quotation
12. Research
13. In-Class Essays
14. Simple Sentences
15. Compound Sentences (Coordination/Subordination)
16. Complex Sentences
17. Varied Sentences
18. Parallelism
19. Diction
20. Run-ons
21. Fragments
22. Subject/Verb Agreement
23. Shifts: Tense, etc.
24. Misplaced Modifiers
25. Past Tense
26. Past Participles
27. Nouns/Pronouns
28. Adjectives/Adverbs
29. ESL Grammar
30. Commas
31. Apostrophes
32. Mechanics
33. Reading Strategies
34. Parts of Speech: Nouns, Pronouns, Prepositions, Adjectives, Adverbs
35. Vocabulary
36. Look-Alikes/Homonyms
37. Proofreading
38. Video (e.g., YouTube) Assignments (on a variety of topics)
39. Journaling
40. Reading Comprehension
41. Spelling
42. Online Tutoring

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Directed Study	
Individualized Instruction	
Lab	
Other	Tutoring via WSC-approved platforms (e.g., SmarThinking)

Instructor-Initiated Online Contact Types

- Announcements/Bulletin Boards
- Chat Rooms
- E-mail Communication

Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Portfolios	Track directed activities on paragraph development. Collect review reflections on writing skill workshops.
Other	Instructional Assistants and other Writing Center staff will assess student progress as they meet individually. Students will practice self-assessment and, as necessary, Instructional Assistants will assign exercises and writing tasks for reinforcement of particular skills.

Assignments

Reading Assignments

Reading assignments will vary on student need, ranging from basic development to advanced analysis.

For example: Vocabulary Exercise

The student will read and complete the Writing Success Center's "Using a Thesaurus to Expand Your Vocabulary" Handout. This handout gives instruction and practice in using a thesaurus and writing sentences using some of the synonyms learned.

For Example: Comprehension

Using a course text, identify the controlling idea and the main support points the author develops.

Writing Assignments

Writing assignments will vary on student need, from basic grammar to more advanced argumentation.

For example: Essay Guidance with YouTube Educational Videos

The student will watch and listen to at least twenty minutes' worth of pre-selected online educational videos focused on writing-related topics such as thesis statements, essay organization, and essay development. (Instructional Assistants will choose the specific topics based on the student's writing sample and responses to the Writing Journey survey questions.) While watching, the student will write down three important pieces of information gleaned from each video. Upon completing the videos, the student will write a paragraph explaining how s/he would use the information learned to revise one of his/her recent essays.

Other Assignments

Assignments will be developed in conjunction with student self-assessment and diagnostics.

For example: Grammar: Compound Sentences

The student will complete Chapter 19 of Focus on Writing, which provides practice in using coordinating conjunctions, semicolons, and semicolons used along with conjunctive adverbs. Instructional Assistants will review the exercises with the student, assigning extra practice (such as writing one additional sentence for each coordinating conjunction) as needed.

For example: Practice integrating quotations from outside sources. Focus on explaining how quote connects to the paragraph point it is used with.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Kirszner, L.

Title

Focus on Writing: Paragraphs and Essays

Publisher

Bedford/St. Martins

Year

2016

Course Codes (Admin Only)**ASSIST Update**

No

CB00 State ID

CCC000606362

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

L - Non-Enhanced Funding

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Not Program Applicable

Allow Pass/No Pass

No

Only Pass/No Pass

No