

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	ENC 2110
COURSE TITLE:	CLAST Review: Reading, Essay and English Language Skills
PREREQUISITE(S):	ENC 1101, ENC 1102 and REA 1105 (if required)
COREQUISITE(S):	None
CREDIT HOURS:	1
CONTACT HOURS/WEEK:	1
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	1
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	1
STANDARDIZED CLASS SIZE ALLOCATION:	25
CATALOG COURSE DESCRIPTION:	
	This course is designed for students who desire a brief, comprehensive review of the essential communications skills including reading, writing and grammar. It is recommended for students who are preparing for the CLAST, students who are retaking CLAST and students who are seeking a refresher course in communications skills.
SUGGESTED TEXT(S):	<u>CLAST English Language Skills and Essay: Study Guide for the College Level Academic Skills Test.</u> State of Florida Department of State, 1994.
	<u>CLAST Reading: Study Guide for the</u>
	<u>College Level Academic Skills Test.</u> State of Florida Department of State, 1994.
IMPLEMENTATION DATE:	Spring Term, 1988 (883)
REVIEW OR MODIFICATION DATE:	Fall Term, 1992 (931) Winter Term, 1996 (962) Fall Term, 2002 (20031) Fall Term, 2006 (20071) (was ENC 2105) Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Overview of the 500-Word Essay	1
A. Selecting the Subject	
B. Focusing on a Specified Topic	
C. Determining the Focus	
D. Writing the Thesis	
E. Developing Support Through the Outline Process	
II. Component Parts of the Essay	1
A. Introduction	
B. Body	
1. Writing the Topic Sentence	
2. Generating Primary Support	
3. Utilizing Secondary Support	
C. Conclusion	
III. Writing Effective Prose	1
A. Using Concrete Detail	
B. Providing for Coherence	
C. Maintaining Unity	
IV. Application of Writing Principles	1
A. Organizational Paradigms (e.g. Exemplification Classification)	
B. Examination of Sample Essays	
V. Timed Writing Assignment	1
VI. Vocabulary Review	1
A. Word Parts	
B. Words in Context	
VII. Determining the Writer's Point	1
A. Main Ideas	
B. Supporting Details	
C. Methods of Developing Ideas (Following Writers Patterns of Development)	

COURSE TOPICS (continued)	CONTACT HOURS <u>PER TOPIC</u>
VIII. Accurate Reading of Lines -- Untangling Complex Sentences -- Implicit and Explicit Meanings	1
A. Reading Between and Beyond Lines	
B. Making Inferences	
C. Understanding Figurative Language	
D. Drawing Conclusions	
IX. Evaluating Ideas	1
A. Fact and Opinion	
B. Bias	
C. Point of View and Tone and Mood	
D. Writer's Purpose	
X. Identifying Techniques That Twist the Truth	1
A. Slanted Writing	
B. Propaganda	
XI. Review of Grammar, Mechanics, and Punctuation	3
A. Grammar	
1. Fragments, Comma Splices, and Fused Sentences	
2. Adjectives, Adverbs, and Case	
3. Agreement	
4. Verbs	
B. Mechanics	
1. Capitalization	
2. Numbers	
C. Punctuation	
1. Commas	
2. Semicolons	
3. Apostrophes	
4. Quotation Marks	
5. Other Punctuation	

COURSE TOPICS (continued)	CONTACT HOURS <u>PER TOPIC</u>
XII. Using Correct Diction and Constructing Effective Sentences	2
A. Diction	
1. Spelling	
2. Word Usage	
3. Levels of Diction	
B. Effective Sentences	
1. Subordination and Coordination	
2. Modifiers	
3. Parallelism	
4. Shifts and References	
5. Emphasis and Variety	



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	SEMESTER CREDIT HOURS (CC): 1
COURSE PREFIX AND NUMBER: ENC 2110	
COURSE TITLE: CLAST Review: Reading, Essay, and English Language Skills	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)

<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____	<input type="checkbox"/> PSAV	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4
INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Speaking	<input type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Listening	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Ethical Judgment	<input type="checkbox"/> Working Collaboratively

Section 5	LEARNING OUTCOMES	METHOD OF ASSESSMENT
	<ul style="list-style-type: none"> In the area of reading, students will be able to: Recognize main ideas in a given passage, Identify supporting details. Determine meanings of words on the basis of context. 	CLAST-like practice quizzes and tests
	<ul style="list-style-type: none"> Recognize stated relationships between words, sentences, and ideas. Recognize the author's purpose. Distinguish between statements of fact and statements of opinion. 	In-class timed essays following CLAST standards
	<ul style="list-style-type: none"> Detect bias and prejudice. Recognize author's tone. 	
	<ul style="list-style-type: none"> Perceive implicit as well as explicit relationships between words, sentences and ideas. Recognize valid arguments and draw logical inferences and conclusions. 	
	<ul style="list-style-type: none"> In the area of writing, students will be able to: Select a subject which lends itself to expository writing. Determine the purpose of writing. 	

Section 5 (Continued)		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Limit the subject to a topic which can be developed adequately within the requirements of time, purpose, and audience.	
•	Formulate a thesis which reflects the purpose and develop the thesis statement.	
•	Demonstrate effective word choice. Employ conventional sentence structure.	
•	Employ effective sentence structure. Observe the conventions of standard American English grammar and usage.	
•	Use standard practice for spelling, punctuation, and capitalization. Revise, edit, and proofread units of written discourse to assure clarity, consistency, and conformity to the conventions of standard American English.	

Section 6

Name of Person Completing This Form: Charles Smires

Date: January 31, 2006