Course Outline for English 102

READING, REASONING AND WRITING – ACCELERATED COURSE

Catalog Description:

ENGL 102 - Reading, Reasoning and Writing – Accelerated Course

4.00 units

Preparation for academic reading, critical thinking, and writing expected in transfer and associate-degree classes.

Strongly Recommended: participation in the English placement process

Grading Option: Pass/No Pass

Discipline:

<table>
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<tr>
<th>Units</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>Week</td>
<td>Term</td>
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<tr>
<td>4.00</td>
<td>5.00</td>
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Prerequisite Skills:
None

Measurable Objectives:

Upon completion of this course, the student should be able to:

1. use pre-reading techniques to facilitate understanding of texts, including
   a. access background knowledge in the subject area;
   b. establish own purpose for reading the material;
   c. assess the difficulty of the text, including vocabulary, sentence structure, and concepts and make a plan for approaching it;
   d. establish outcomes for the reading material prior to reading, for instance, forming appropriate questions and using structural cues about how the textbook or essay is organized;
2. take charge of reading, applying strategies to unlock the meaning from texts, including
   a. identifying passages that are causing difficulty to comprehension;
   b. developing strategies to work through difficult passages;
   c. identifying and correcting reading miscues;
   d. understanding such text features as structure, transitions, captions, graphs, charts;
3. read actively and critically, and effectively use textual annotation;
4. distinguish fact from opinion;
5. identify and discuss abstract concepts found in readings;
6. form and explain legitimate inferences from specific data;
7. organize ideas clearly and effectively in writing;
8. formulate a controlling idea to focus writing;
9. tailor writing to address a specific audience;
10. develop sentences to relate and emphasize ideas;
11. detect and correct major mechanical and grammatical errors.

Course Content:

1. Strategies for making meaning of text
2. Active reading, including summarizing and posing questions
3. Critical reading, including making connections, exploring significance, and evaluating evidence
4. Reading for conceptual understanding
5. Forming inferences
6. Synthesizing ideas and information from multiple sources, including readings, personal observation, and reflection
7. Essay structure and the process of writing
8. Forming a controlling idea in writing
9. Evaluation and use of specific data to support general ideas
10. The role of audience awareness in reading and writing
11. Individualized instruction in reading and writing skills, including modeling and practicing reading strategies, proofreading, and sentence focus and development

Methods of Presentation

1. Lecture/Composition
2. Collaborative work, including peer review of writing and group discussions of readings
3. Whole class discussion
4. Individual teacher-student conferences
5. In-class workshops on reading and writing
6. Computer-aided instruction in some sections

Assignments and Methods of Evaluating Student Progress
1. **Typical Assignments**
   A. Read chapter # of the book. As you read, focus on making sure you understand the author’s points about X and Y, as well as the counterarguments she presents from other thinkers on this topic. Before class, respond to at least two of the Blackboard questions on this chapter – answer one of the comprehension-oriented questions where you explain a key idea from the chapter, along with one critical question where you use your own analytic voice to comment on ideas from the chapter.
   B. Write a synthesis essay (minimum 3 pages) where you use at least three of the articles we’ve read (Anyon, Freire, Malcom X, Krishnamurti, Rose) to help you build your own point of view on the topic of education. For your focus, you can choose from any of the following questions: 1) Liberatory Education: Several authors speak of education being a path to freedom. Others speak of education involving the opposite of freedom: oppression, being held down, being placed on a lower rung of the social ladder. Use the readings and your own ideas and experiences to come up with an answer to the questions: What do you think a liberatory education looks like, and what does it NOT look like? 2) Education and Social Class: Use the readings and your own ideas and experiences to answer the following questions: What connection do you see between education and social class? Why does this connection matter? 3) Thinking for Yourself: Use the readings we’ve done and your own ideas and experiences to answer the following questions: Why do you think this was happening? 4) Why is there a “hidden curriculum” of economic class?: In her study of several classrooms in the late 1970s, Jean Anyon found that 5th graders from different economic classes were being trained to stay in the exact same economic class as their parents. Use the readings and your own ideas and experiences to answer the question: Why do you think this was happening? 5) The Function of YOUR Education: Use the readings and your own ideas and experiences to write a vision of what you want your own education to look like from here on out. What is the purpose of your college education?

2. **Methods of Evaluating Student Progress**
   A. Exams/Tests
   B. Quizzes
   C. Both graded and ungraded written responses to reading, ranging from reading logs to rough drafts to essays which integrate the reading and writing
   D. Classwork, including discussion participation
   E. In-class presentations
   F. Essays
   G. Final Examination

3. **Student Learning Outcomes**
   Upon the completion of this course, the student should be able to:
   A. Student can organize a paper so that it is unified and coherent.
   B. Student demonstrates sentence-level fluency and control of grammar.

**Textbooks (Typical):**

**Special Student Materials**
1. USB drive

**Abbreviated Class Schedule Description:**

**Strongly Recommended:** participation in the English placement process