COURSE OUTLINE OF RECORD

Number: ENGL G090
TITLE: Accelerated Preparation for College Writing and Reading

ORIGINATOR: Ayesha Zia
EFF TERM: Fall 2017
FORMERLY KNOWN AS: 
DATE OF OUTLINE/REVIEW: 02-07-2017
CROSS LISTED COURSE: 
TOP NO: 1501.00
CID: 

SEMESTER UNITS: 5.0
HRS LEC: 90.0 HRS LAB: 0.0 HRS OTHER: 0.0
CONTACT HRS TOTAL: 90.0
STUDY NON-CONTACT HRS RECOMMENDED: 180.0

CATALOG DESCRIPTION:
As an alternative to the English G98 and English G99 sequence, this course prepares students for college writing through a highly intensive, accelerated format, focusing on expository and argumentative writing, standard English, and critical thinking and reading. Successful completion allows students to enroll in ENGL G100.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:
- Students are encouraged to seek additional support from the Writing Center

ASSIGNED DISCIPLINES:
English

MATERIAL FEE: Yes [X] No [ ] Amount: $2.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [ ] Credit - Not Degree Applicable [X]
GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [X] No [ ]
TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[X]
BASIC SKILLS STATUS: Yes [X] No [ ] LEVELS BELOW TRANSFER: 1 level below transfer level

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [X] Yes [ ]

GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:
1. in response to a written text, propose and articulate a thesis, developing that thesis with effective and sufficient support, including support from primary and secondary sources.

2. revise writing so that it uses correct English grammar, syntax, diction, and spelling.

3. read critically to determine the writer's purpose, point of view, organizational structures, and manner of presentation.

4. compose well-structured essays that show organization, focus, and development.

COURSE OBJECTIVES:
1. Utilize appropriate pre-and post-reading strategies to analyze the writer's purpose, point of view, organizational structures and rhetorical strategies
2. Experiment with prewriting and other invention strategies for thesis and essay development
3. In response to a written text, compose a variety of thesis-driven essays that maintain a clear focus and logical organization
4. Develop essays with effective, credible and sufficient support, including support from primary and secondary sources
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting, utilizing appropriate MLA format and guidelines
6. Use logical transitions in order to achieve coherence, and cohesion
7. Revise based on various forms of criticism, including instructor feedback, peer feedback, and self-evaluation
8. Revise essay drafts to improve, focus, and strengthen ideas
9. Write clear, grammatically correct sentences that adhere to conventions of written English
10. Proofread and edit essays for clarity and use of academic language

COURSE CONTENT:

LECTURE CONTENT:

Reading

I. Comprehension
   A. Distinguish fact from opinion
   B. Understand literal and inferential meanings from texts
   C. Read closely to make sense of challenging, college-level texts

II. Summary
   A. Express key ideas from college-level readings in own words
   B. Articulate the difference between main ideas and supporting details

III. Analysis
   A. Identify the main point and supporting details of college-level readings
   B. Recognize organizational patterns in a range of college-level texts
   C. Understand the relationship between author's purpose and genre

IV. Synthesis
   A. Connect concepts from multiple readings
   B. Apply concepts from multiple readings to address societal issues

Critical Thinking
I. Analysis
   A. Critically read, analyze and evaluate in-and out-of class readings
   B. Analyze personal experience; compare/contrast personal experience to academic essays, and differentiate between them

II. Evaluation
   A. Choose relevant and useful information and ideas from a source for inclusion in own essays
   B. Summarize an essay
   C. Assess the ideas from sources, and then propose a position based on those ideas
   D. Evaluate new ideas and perspectives from readings and from personal observation to construct an argument
   E. Compose a thesis that accurately represents a position

III. Feedback
   A. Using feedback from peers, professor, and/or student services, revise essays for focus, organization, content, and correctness
   B. Evaluate the effectiveness of own writing

Writing

I. Rhetorical Situation
   A. Demonstrate awareness of rhetorical situations: audience, purpose and voice

II. Writing Development
   A. Apply the writing process including prewriting, drafting, revising, and editing in order to engage with, respond to, synthesize ideas from, and evaluate texts
   B. Organize and write multi-paragraph essays
   C. Construct an effective thesis with specific controlling idea
   D. Write unified coherent adequately developed supporting paragraphs with effective topic sentences logically-organized support and strong concluding sentences
   E. Write a functional introduction and conclusion
   F. Write with coherence
   G. Use effective transitional expressions
   H. Maintain consistent point of view

III. Using Outside Sources
   A. Integrate the ideas of others through paraphrasing, summarizing and quoting utilizing appropriate MLA format and guidelines
   B. Evaluate and use specific information to support general ideas

IV. Achieving Clarity
   A. Write grammatically correct sentences that adhere to the conventions of written English
   B. Recognize and use editing skills including conventions of syntax, grammar, and usage in order to increase readability and reader comprehension

Student Success Skills

I. Prepare for the rigor of college work
   A. Recognize the difficulty of academic tasks

II. Use academic success strategies to meet the demands of college-level reading, writing, and critical thinking tasks
A. Practice annotation strategies throughout the course  
B. Practice note-taking strategies throughout the course

III. Recognize the value of and utilize Student Support Services  
A. Writing Center  
B. Tutoring Center  
C. PASS (Supplemental Instruction)  
D. Teacher Office Hours  
E. EOPS/DSPS

IV. Adopt behavioral strategies for student success in a college-level course
A. Develop peer support networks  
B. Utilize a wide variety of collaborative strategies  
C. Manage time effectively to complete homework  
D. Understand the importance of attendance for academic success  
E. Develop metacognition to recognize their difficulties  
F. Engage with instructor to determine need for remediation  
G. Respond to "Just-in-Time" interventions appropriately

METHODS OF INSTRUCTION:
A. Lecture:  
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:
A. Scheduled lecture hours  
B. Demonstration  
C. Individualized feedback on student work  
D. Student presentations  
E. Discussion  
F. Feedback/evaluation of skills practice  
G. Peer Review  
H. Writing Workshops  
I. Revision Workshops  
J. Individual and Group Conferences  
K. Oral and Written Feedback on Student Drafts  
L. Guided Writing  
M. "Just-in-Time" Student Success Strategies

COURSE ASSIGNMENTS:  
Reading Assignments
Critically read, analyze, and evaluate in-and out-of class expository, non fiction reading assignments, at least one of which is book-length.

Reading activities in which students practice critical reading strategies, such as annotating a text, creating an evidence chart, and summarizing key ideas.

Readings from variety of non-fiction journals and sources like The New Yorker, The Atlantic, The New York Times etc. where student focuses on comprehension of the author's points

Out-of-class Assignments
See "Reading Assignments" and "Writing Assignments"  

Writing Assignments
Write 5000 words in formal, thesis-driven, academic essays of various lengths, in-class and out-of-class. All out of class essays are to be revised to strengthen focus and ideas and to be edited for clarity and academic language.

Written exercises, such as journal entries, directed freewrites, peer review and evaluation worksheets, and reflective response, demonstrating the student's ability to employ a recursive writing process in generating ideas; composing a draft; revising for coherence, unity, content, and audience impact; and editing for correctness in Standard Written English and conventions of manuscript preparation, leading to formal drafts.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:

Students will engage in critical reading and writing processes to develop thesis-driven essays (in class and out of class) in response to a variety of rhetorical situations and varied purposes, using primarily non-fiction texts. To achieve this, they will:

A. Critically read, analyze and evaluate in-and out-of class readings
B. Compare/contrast personal experience to academic essays
C. Choose relevant and useful information and ideas from a source for inclusion in their own essays
D. Take reading quizzes
E. Assess the ideas from sources, and then propose a position based on those ideas
F. Evaluate new ideas and perspectives from readings and from personal observation to construct an argument
G. Consider different methods and development of paragraphs and essays
H. Using feedback from peers, professor, and student services, revise essays for focus, organization, content, and correctness
I. Evaluate the effectiveness of their own writing

Required Writing, Problem Solving, Skills Demonstration:

Students will engage in critical reading and writing processes to develop thesis-driven essays in response to a variety of rhetorical situations, using primarily non-fiction texts. They must write a minimum of 5000 words of formal writing.

TEXTS, READINGS, AND RESOURCES:

TextBooks:
LIBRARY:
   Adequate library resources include:
   Comments:

Attachments:
   Attached Files