ENGL 091 - Introduction to College Reading and Writing

Approval Date: 12/06/2012  Effective Term: Fall 2013

Department: ENGLISH  Division: Humanities
Units: 3.00  Grading Option: Letter Grade
Transferability: Not-Transferable  Course is: AA/AS Degree
Repeatability: Not Repeatable

Contact Hours per Term:
Lecture/Discussion: 54.00

Associate Degree GE Applicability: No
Recommended Class Size: 35

Discipline/Minimum Qualifications:
English

Catalog Description:
Prepares students to write well-organized, unified and coherent essays for a college audience and teaches critical reading skills for college-level reading material. No credit if taken after ENGL-094 or ENGL-096.

Schedule Description:
Prepares students to write well-organized, unified and coherent essays for a college audience and teaches critical reading skills for college-level reading material. No credit if taken after ENGL-094 or ENGL-096.

Student Learning Outcome:
1. Compose thoughtful, well-organized, grammatically correct short essays, using properly documented sources and personal observations to develop a unified thesis.
2. Distinguish and analyze basic elements of fiction and non-fiction found in introductory college readings.

Course Objectives:
1. Focus, refine, and develop ideas from prewriting.
3. Provide adequate support for thesis statements by using evidence and explanation.
4. Revise own writing to make it unified, coherent and well-developed.
5. Apply a variety of patterns of development in writing, such as persuasion, cause and effect and comparison and contrast.
6. Document sources with in-text citations and a Works Cited list using MLA style.
7. Edit own sentences for sentence boundary, punctuation, mechanics, and spelling errors.
8. Analyze elements of fiction such as plot, setting, characterization, figurative language, and theme.
10. Synthesize ideas from sources with his or her own ideas.

Course Content Outline:
1. Reading
1. Analysis of fiction
   a. Reading for time and place
   b. Reading for character traits
   c. Reading for figurative language
   d. Reading for themes

2. Analysis of non-fiction
   a. Reading for author's thesis
   b. Reading for author's main points
   c. Reading for author's supporting details
   d. Reading for author's organization strategy

3. Annotation and analysis
   a. Reading for literal meaning
   b. Reading for inference
   c. Reading for evaluation
   d. Reading for relevance

4. Critical responses to reading
   a. Discussion
   b. Journals
   c. Reading log

II. Writing

1. Evaluating sources
   a. Print
   b. Electronic
   c. Personal interview
   d. Field work

2. Incorporating direct quotations and paraphrased material in support of thesis statement
   a. Evaluating appropriate quotation content and length
   b. Determining when it is appropriate to quote and paraphrase
   c. Crafting accurate paraphrased material

3. Using MLA Style
   a. In-text citation
   b. Constructing accurate and complete bibliography and work cited pages
   c. Document formatting

4. Understanding and avoiding plagiarism
   a. Determining when to cite secondary sources
   b. Acknowledging the source of ideas and information when paraphrasing
   c. Distinguishing own ideas from those originating elsewhere

5. Writing and revising
   a. Composing drafts that exhibit sustained sentence control
   b. Participating in peer response groups
   c. Evaluating responses and applying recommendations to revision process
   d. Developing own writing toward unified and coherent drafts

6. Approaches to writing
   a. Persuasion
   b. Cause/effect
   c. Comparison/contrast

Methods of Instruction:
Distance Education, Lecture:

Methods of Evaluation:
Essays
Exams/Tests/Quizzes
Written Assignments

1. Quizzes
2. At least three formal out-of-class multiparagraph essays of 2-4 pages each, for a total of at least 8-10 pages (3,000 - 4,000 words). 3. Reading and writing responses
4. At least two in-class timed writing multiparagraph essays.
5. At least one major revision of a previously completed essay with a self-assessment component.

Typical Assignments:

Reading:

1. Read Rick Moody's essay "The Joy and Enthusiasm of Reading" from Actively Reading Our World and state the main idea of the essay, its primary supporting points and major supporting details. 2. Read a full-length novel.

Writing, Problem Solving or Performance:

1. Write a 3-4 page essay analyzing effects of fashion trends from the mass media on people's perception of their own bodies. 2. Write a 3-4 page persuasive essay on the issue of immigration in California

Other:

1. Reading log or reading journal.

Required Materials

Examples:

Book 1
Author: Svetlana Lynch
Title: Introduction to College Reading and Writing
Publication Date: 2006
Publisher: Prentice Hall
Edition: 1st

Book 2
Author: Deanna Davis
Title: Actively Reading Our World
Publication Date: 2008
Publisher: Pearson Custom
Edition: 1st

Book 3
Author: Dianna Hacker and Nancy Sommers
Title: Rules for Writers
Publication Date: 2012
Publisher: Bedford/St. Martin's
Edition: 7th

Book 4
Author: Gary Goshgarian
Title: What Matters in America
Publication Date: 2012
Publisher: Pearson Longman
Edition: 3rd

Book 5
Author: T. Coraghessan Boyle
Publication Date: 1996
Edition: 1st
Title: Tortilla Curtain  
Publisher: Viking Penguin

Course Preparation:
Prerequisite(s): ENGL 081
Co-Requisite(s): None
Recommended: None

Document Content
Review

Target Course Skills
Condition on Enrollment
Renewed

Faculty
Juan Buriel Jia-Yi Cheng-Levine

Basic Content Review
Students who have completed ENGL-081 have meet the following SLO's: 1) Compose well-organized, grammatically correct paragraphs, using personal evidence as well as evidence from the assigned readings to develop a focused topic sentence. 2) Correctly identify an author's thesis, main points and supporting details through annotation and comprehension questions. 3) Clearly explain an author's theme and describe the main character's conflict in a complete paragraph. These are foundational skills to meet the more advanced SLO's of ENGL-091.

Distance Learning Addendum
A. Delivery Methods
Online/Hybrid

If Other Methods selected, describe here

B. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode? Describe and give examples of online methods of instruction, which might include course management system discussion boards; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor web site; online library requests; textbook supplements.

A hybrid learning model provides students with an approach that combines onground instruction and online learning. The best of both types of instruction are combined to enhance the student learning outcomes. Since the online course delivery and communication occur in the written format, the distance learning mode reinforces the completion of student reading and writing learning outcomes. However, some developmental students are not suited for 100% online learning due to the lack of study skills, reading skills and self motivation to comprehend the complex instructions and to complete assignments by the assigned deadline. The onground environment supports the growth of these skills and conveniently guides students toward successful completion of the learning outcomes. Furthermore, the on-ground classroom allows the instructor to assist students with technical problems and to demonstrate the use of technology and various features of the online learning environment. In addition to the onground teaching methods that are described in the course outline, students will have the additional benefit of experiencing the following types of online methods of instruction: • Instructors will establish large and small group discussion board forums. • Instructors will facilitate online discussions, evaluate contributions and respond to the viewpoints of others. • Instructors will require students to read and respond to online journals and essays. • Instructors will post self-generated lectures and various supplemental materials that provide background, context and core ideas for each learning unit.

C. Title 5 (55376) states that all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study lesions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.

A hybrid learning model provides students with an approach that combines onground and online contact between instructor and students. The best of both types of contact are combined to enhance the student learning outcomes. In addition to the onground
contact that is described in the course outline, students will have the additional benefit of experiencing the following types of online instructor-to-student interaction: •Instructors will participate in large and small group discussion forums by providing input that guides the exchange of ideas and emphasizes key points. •Instructors will provide class-wide and individual feedback via e-mail. •Instructors will regularly post class-wide announcements. •Instructors will assess student assignments and provide prompt electronic feedback.

D. Describe how you will promote and monitor effective student-to-student contact.
A hybrid learning model provides students with an approach that combines onground and online contact among students. The best of both types of contact are combined to enhance the student learning outcomes. In addition to the onground communication, students will have the additional benefit of experiencing the following types of online student-to-student contact: •Students will be required to participate in an ice-breaker/community building activity at the outset of the course. •Students will be required to post written contributions to a discussion board and reply to a specified number of their classmates’ posts. •Students will be required to participate in small group projects. •Students will be required to participate in asynchronous learning activities. Effective student-to-student contact will be monitored in the following ways: •Instructors will provide learning objectives for each unit. •Instructors will provide feedback – formal and informal – indicating whether or not students have achieved the learning objectives. •Instructors will view all assigned student work completed within the course.

E. Describe and give examples of how student learning will be evaluated.
A hybrid learning model provides students with an approach that combines onground and online student learning evaluation techniques. The best of both types of evaluation techniques are combined to enhance the student learning outcomes. In addition to the onground evaluation techniques described in the course outline, students will be evaluated by online quizzes, discussion contributions, group activities and examination. For example, students will be required to post 300 word responses to the works they read and comment on the responses of at least two other students in the course. Students will be evaluated on how well they have achieved the learning outcomes.

F. Describe the college resources that will be required by you and your students in each of the following areas:
1. Facilities (e.g. classroom for orientation sessions, exams, etc.)
A classroom for face-to-face meetings that may range from 15 to 25 classroom sessions.

2. Technology (e.g. software, hardware, technical support, etc.)
1. Each student will require an individual developmental virtual classroom account within the college’s course management system.
2. The instructor will need a computer, LCD projector and access to a course management program such as WebCT or Blackboard for onground meetings.

3. Student Support Services (e.g. online library services, counseling, tutoring, DSPS, etc.)
Students will be able to access existing on-ground student support services, including the TLC during both daytime and evening hours. In special circumstances, TLC resources may also be utilized to proctor exams for students who receive permission from the instructor to take an exam outside of scheduled exam times. DSPS resources may be needed to determine Section 508 compliance of course materials and delivery systems.

G. Technologies used for instruction:
Multimedia (streaming video, audio)
Flash
Timed Responses
Third-party software
Images (jpeg, gif, etc.)

How will you ensure that instruction is accessible to students with disabilities?
Publisher-provided modules may be used in conjunction with the CMS. These modules are primarily based upon content found in the textbook. These modules will be reviewed by DSP&S or such other COC administrative staff deemed qualified to determine Section 508 compliance. Any noncompliance issues noted will be discussed with the publisher providing the modules to determine an appropriate course of action. This may include changing the module itself or providing the information in an alternate format that is Section 508 compliant. If the noncompliance issue cannot be satisfactorily resolved, then the component of the module giving rise to the noncompliance will be removed from the course content. Students who may have difficulty with online evaluative activities may contact the instructor and request alternative activities. For example, homework may be submitted paper-based rather than online, or chapter quizzes may be proctored in the TLC and taken as paper-based quizzes rather than online. PowerPoint slides and graphic web pages will be converted to formats compatible with text-reading software or will be provided in alternate formats that are Section 508 compliant. Flash-based content used in the course will be provided in alternate formats that are Section 508 compliant.
ENGL 094 - Introduction to Technical Reading and Writing

Approval Date: 02/18/2010  Effective Term: Fall 2010

Department: ENGLISH
Division: Humanities
Units: 3.00
Grading Option: Letter Grade
Transferability: Not-Transferable
Course is: AA/AS Degree
Repeatability: Not Repeatable
Contact Hours per Term:
Lecture/Discussion: 54.00
Associate Degree GE Applicability: No
Recommended Class Size: 35

Discipline/Minimum Qualifications:
English

Catalog Description:
Develops the reading and writing skills needed to be successful in the workplace, including the rhetorical principles and compositional practices necessary for writing effective business letters, memos, resumes, instructions, proposals, annotated bibliographies, and reports. No credit if taken after ENGL-091.

Schedule Description:
Develops the reading and writing skills needed to be successful in the workplace. No credit if taken after ENGL-091.

Student Learning Outcome:
1. Compose a variety of well structured, organized, grammatically correct forms of business communications and short essays, including using properly documented outside sources and personal experiences.
2. Distinguish and analyze the basic elements of business communications and college-level non-fiction readings.

Course Objectives:
1. Identify elements of business communication, describe how messages are adapted to various audiences and purposes.
2. Explain the importance of planning, editing, and revising messages and use proofreader's marks.
3. Prepare and revise a variety of formal business communications, including letters, memos, instructions, reports, proposals, summaries to make them unified and well detailed.
4. Develop and revise an effective resume.
5. Design effective visuals, and use electronic graphics to enhance business messages.
6. Write effective instructions that adapt the text to the previous knowledge and the needs of the audience, includes an introduction, definitions, preparations, and steps given as commands.
7. Differentiate between various types of summaries, including informative, explanatory, and analytic.
8. Edit and revise sentences for grammar, mechanics, punctuation, and sentence boundary errors.
9. Demonstrate sentence variety.
10. Appraise a writer's vocabulary in terms of diction, level, and rhetorical purpose.
11. Provide adequate supporting details for rhetorical claims.
12. Focus and narrow ideas from prewriting.
13. Document external sources with parenthetical citations and a Works Cited list using MLA format.
14. Apply a variety of patterns of development in writing such as cause/effect (complaint letter, instructions, proposal); compare/contrast (reading responses); persuasion (proposal, letters), summary (annotated bibliography); and analysis (report).
15. Analyze articles, reports, letters, and other modes of business communication for effective organization, purpose, tone, and rhetorical strategies.
17. Assess an author's purpose, tone, and audience in a variety of modes of business communication.

Course Content Outline:

The Writing Process at Work
* Collaboration
* Paragraphing and Grammar
* Types of Paragraphs
* Effective Paragraphs
* Computers/Word Processing

Correspondence: Letters and Memoranda
* Typing/Printing and Proofreading Letters
* Letter Formats
* Parts of a Letter
* Using Effective Language
* Writing for International Readers
* E-mail and Fax Messages
* Memos
* Order Letters
* Inquiry Letters
* Sales Letters
* Customer Relations Letters
* Thank you Letters
* Congratulation Letters
* Follow up Letters
* Complaint Letters
* Adjustment Letters
* Collection Letters

How to Get a Job
* Analyzing Strengths and the Job Search
* Preparing a Dossier
* Preparing a Resume
* Writing a Letter of Application
* Requesting a Letter of Recommendation
* Filling Out a Job Application
* Going to an Interview
* Accepting or declining a Job--Follow-Up Letter
* Employment Evaluations

Research, Documentation, and Summarizing: The Annotated Bibliography
* Process of Doing Research--Library Tutorial
* The library and its Sections
* Using the Computer
* Internet search engines
* User groups
* The Whys and Hows of Documentation
* Documenting in Scientific and Technical Writing
* MLA In-text Documentation
* Works Cited Documentation
* What is a Summary?
* Process of Preparing a Summary
* Evaluative Summaries
* Abstracts

Writing Clear Instructions
* Assessing and Meeting Audience needs
* Selecting the Right Words
* Cause/Effect mode

Persuasive Proposals
* Types of Proposals
External Proposals, Internal Proposals, Sales Proposals, Research Proposals
* Guidelines for Successful Proposals
* Effective Visuals
* Excel Tutorial
* Tables
* Figures
* Graphs, Circle Charts, Bar Ch arts, Pictograms, Flow Charts, Maps, Photographs, Drawings
* Computer Graphics

Reports
* Types of Reports
* Periodic Reports
* Sales reports
* Trip Reports
* Test Reports
* Incident reports

Oral Reports/PowerPoint Presentations
* Informal Briefings
* Formal Speeches
* PowerPoint Tutorial

Final Essay
* Source based argumentative essay
* MLA documentation and Works Cited page.

Methods of Instruction:
Lecture:

Methods of Evaluation:
Exams/Tests/Quizzes

* At least 10 graded, formal in and out of class multi-paragraph writing assignments (80% of grade) * Informal writing responses * Midterm exam on readings * Workbook and in-class exercises * Final argumentative multi-paragraph essay

Typical Assignments:
Reading:
1) Read three newspaper/magazine articles on a current issue and be able to state author’s main idea, primary supporting details; summarize content. 2) Read several business letters (or reports/proposals/instructions) and analyze for effectiveness, stating strengths/weaknesses in a formal memo.

Writing, Problem Solving or Performance:
1) Write a formal Proposal based on a current problem faced at school or work, which must include some computer-generated chart or graphic. 2) Write a complete Job Dossier, including Resume, Cover Letter, Request for a Letter of Recommendation, and Follow-Up Letter. 3) Write a source-based argumentative essay in which you take a position on the issue addressed in the articles researched for the Annotated Bibliography, including MLA documentation and Works Cited list.
Other:
* Reading Log/Reading Journal * Final Portfolio including revisions of 3 formal assignments

**Required Materials**

**Examples:**

**Book 1**
- **Author:** Philip Kolin
- **Title:** Successful Writing at Work
- **Publication Date:** 2010
- **Publisher:** Houghton Mifflin
- **Edition:** 9th

**Book 2**
- **Author:** Diana Hacker
- **Title:** Rules for Writers
- **Publication Date:** 2009
- **Publisher:** Bedford/St. Martin's
- **Edition:** 6th

**Book 3**
- **Author:** Eric Schlosser
- **Title:** Reefer Madness
- **Publication Date:** 2004
- **Publisher:** Mariner
- **Edition:** -

**Course Preparation:**

- **Prerequisite(s):** ENGL 081
- **Co-Requisite(s):** None
- **Recommended:** None

**Document Content Review**

**Target Course Skills**

**Condition on Enrollment**

- **Renewed**

**Faculty**

**Basic Content Review**

Students who have completed ENGL-081 have meet the following SLO's: 1) Compose well-organized, grammatically correct paragraphs, using personal evidence as well as evidence from the assigned readings to develop a focused topic sentence. 2) Correctly identify an author’s thesis, main points and supporting details through annotation and comprehension questions. 3) Clearly explain an author’s theme and describe the main character’s conflict in a complete paragraph. These are foundational skills to meet the more advanced SLO’s of ENGL-094.
ENGL 096 - Accelerated Preparation for College Reading and Writing

Approval Date: 11/03/2011  Effective Term: Fall 2012

Department: ENGLISH  Division: Humanities  Units: 4.00
Grading Option: Letter Grade  Transferability: Not-Transferable  Course is: Credit Non-Degree
Repeatability: Not Repeatable  Contact Hours per Term:
Lecture/Discussion: 72.00
Associate Degree GE Applicability: No  Recommended Class Size: 35

Discipline/Minimum Qualifications:
English

Catalog Description:
Provides an accelerated approach to prepare students for transfer-level English composition by focusing on writing strategies for well-organized, unified, and coherent college essays and critical reading skills for interpreting college-level reading material.

Schedule Description:
Provides an accelerated approach to prepare students for transfer-level English composition by focusing on writing strategies for well-organized, unified, and coherent college essays and critical reading skills for interpreting college-level reading material.

Student Learning Outcome:
1. Differentiate and apply appropriate academic writing strategies to compose effective, short college-level essays using documented outside sources and personal observations to develop a unified thesis with well organized main points.
2. Formulate the kinds of inferences and connections among college-level texts and ideas that will lead to thoughtful analytical and expository writing.

Course Objectives:
1. Analyze rhetorical elements, including audience, purpose, topic, genre, scope, and tone.
2. Narrow a broad topic to an effective scope based on assignment directions, topic, and essay length.
3. Generate relevant and logical main points in support of a focused thesis statement.
4. Evaluate, select, and incorporate relevant and sufficient primary and secondary source material to support the thesis of a short academic essay.
5. Correctly integrate and document sources used in a short essay by applying MLA style.
6. Accurately summarize and paraphrase written arguments in appropriate context.
7. Revise and edit student writing for essay structure and effective sentence level writing skills, including grammar, mechanics, word choice, tone, and sentence variety.
8. Use pre-reading techniques to facilitate analysis of fiction and nonfiction texts.
9. Demonstrate responsibility and ownership of reading by applying active and critical reading strategies to analyze the meaning of texts.
10. Identify and discuss abstract concepts found in readings.
11. Draw accurate inferences about a text.
12. Improve and expand vocabulary building strategies

Course Content Outline:
Methods of Instruction:
Lecture:

Methods of Evaluation:
Exams/Tests/Quizzes
Written Assignments

Informal readings, At least two in-class timed writing multiparagraph essays, At least three formal out-of-class multiparagraph essays of 2-4 pages each for a total of at least 8-10 pages (2,400 -3,000 words), At least one major revision of a previously completed essay with a selfassessment component.

Typical Assignments:
Reading:
1. After students read an essay, they annotate the essay and identify places where comprehension is difficult. Then students select a critical reading strategy to help them comprehend better. Students meet in groups to discuss their level of comprehension of the essay and to share the strategies they chose. They then individually write a summary of that essay, including the main idea (thesis), main points, and evidence. 2. Students select a character from the novel they are reading and analyze the ways the character is presented and developed in the novel as well as how the character is related to the novel’s themes. At least three reading texts -- one full-length nonfiction text, one full-length fiction text, and one anthology (primarily consisting of nonfiction) -- should be assigned and assessed.

Writing, Problem Solving or Performance:
1. Write a 3-4 page essay analyzing effects of media images of fashion. trends on people's perception of their own bodies. 2. Write a 3-4 page persuasive essay on the issue of immigration in California. 3. Write a 1 ½ page reflective writer’s memo that explains how your reading and writing skills have improved during this semester and also which skills you think you will need to work on in English 101. In your reflective writer’s memo, think about and explain the improvements you’ve made in your ability to do these things, and also identify the skills that you want to work on more thoroughly in English 101, if you plan to take it, or in your future job/career, if you are leaving school after completing this level of English.

Other:
Conferences with tutors in the Writing Center and/or Supplemental Learning workshops in the Writing Center.

Required Materials
Examples:

Book 1
Author: Hacker
Title: Rules for Writers
Publication Date: 2012
Publisher: Bedford
Edition: 7th

Book 2
Author: Mims and Nolen
Title: Mirror on America
Publication Date: 2009
Publisher: Bedford
Edition: 4th

Book 3
Author: Davis
Title: Actively Reading Our World
Publication Date: 2008
Publisher: Pearson
Edition: 1st

Book 4
Author: Fadiman
Publication Date: 1999
Edition: 1st
Title: The Spirit Catches You and You Fall Down  
Publisher: Farrar, Straus & Giroux

Book 5  
Author: Gladwell  
Title: Outliers  
Publication Date: 2008  
Publisher: Little, Brown and Company

Edition: 1st

Other:  
Fiction  
A Life Without Consequences, Stephen Elliot, MacAdam/Cage, 2001  
Cellist of Sarajevo, Steven Galloway, Riverhead, 2008  
Tortilla Curtain, TC Boyle, Penguin, 1995  
The Road, Cormac McCarthy, Vintage, 2007

Nonfiction:  
Enrique's Journey, Sonia Nazario, Random House, 2007  
Nickel and Dimed, Barbara Ehrenreich, Metropolitan Books, 2008  
Opening Skinner's Box, Lauren Slater, Norton & Norton, 2004  
There Are No Children Here, Alex Kotlowitz, Anchor Books, 1992  
You Just Don't Understand, Deborah Tannen, Harper Collins, 2007

Course Preparation:  
Prerequisite(s): ENGL 071

Co-Requisite(s): None  
Recommended: None

Document Content Review

Target Course Skills

Condition on Enrollment
Established

Faculty
Jennifer Brezina, Deanna Davis, Adam Kempler, Juan Buriel, Denee Pescarmona
Basic Content Review
1. Employ the basic conventions of English grammar, syntax, mechanics, punctuation, and spelling at the sentence level, and identify and correct problems with these in their own writing and in samples and exercises. 2. Compose non-source-based paragraphs with an understanding of the primary components, and be able to distinguish between a variety of rhetorical formats. 3. Demonstrate progress in acquiring basic academic reading skills, especially comprehension and summarizing of subject matter.