

Transfer Level

ENGL 1A Composition

***In Spring 2018, 1A will be 4 units.**

Course: ENGL 1A Also Listed As:

Term Effective: Fall 2017

Short Title: Composition and Reading

Long Title: Composition and Reading

Units	Weeks	Type	Hours/Week	Total Contact Hours
4.00	18	Lecture:	4.00	72.00
		Lab:	0.00	0.00
		Total:	4.00	72.00

Description:

English 1A is a composition course which focuses on the development and application of the academic writing process. Students read and assess models of expository, analytical, and argumentative prose to learn techniques of effective writing. Students practice strategies for planning, drafting, sharing, and revising essays in a variety of rhetorical modes. Students apply critical reading skills to the evaluation of source material in the development of a thesis-driven, research-supported essay. To create the research essay, students apply techniques in organizing, developing, and crafting prose which supports their arguments and balances outside sources with their own voice as writers. To achieve this end, students write no fewer than six essays (a minimum of 6,000 words) and read at least five works, two of which are book length. (C-ID: ENGL 100). Completion of English 1A meets transfer level and baccalaureate/university level equivalent.

PREREQUISITE: English 250 and English 260 or equivalent with grade of 'C' or better or satisfactory score on the English Placement examination.

Transferable: CSU; UC; CSU-GE: A2; IGETC: 1A; GAV-GE: A2; CAN: ENGL 2, ENGL SEQ. A

Student Learning Outcomes:

By the end of this course, a student should:

1. Apply analytical reading strategies such as summarizing, annotating, interpreting, paraphrasing, synthesizing, and responding to texts, including identifying and evaluating the author's thesis, methods of support, audience, tone, and recognizing bias.
2. Utilize readings from texts, recognize effective rhetorical appeals and strategies for specific audiences and purposes; integrate key passages, quotes, and summary from readings as support for a variety of writing tasks, such as expository writing, sustained analytical essays, timed essay exams, and/or research writing.

3. Compose a variety of thesis-driven expository and analytical essays that use the readings as models; show an awareness of and write according to rhetorical features, such as purpose, audience, unity, coherence, emphasis, and rhetorical appeals; and apply the conventions of standard English as stylistically appropriate, demonstrating college-level use of the language, as well as clarity and grammatical proficiency in writing.
4. Recognize and practice steps in the writing process (prewriting, organizing, developing, composing, revising, editing, and peer reviewing). Transfer and repurpose acquired writing process skills and information to tackle new writing challenges within and beyond English 1A.
5. Plan and construct an original research project through developing a hypothesis, synthesizing information, constructing an argument, and applying research techniques, such as locating, evaluating and summarizing sources, and integrating research findings into an MLA formatted annotated works cited and research essay.

Pre-Transfer Level

ENGL 250 Practical Writing

Units: 3 **Hours:** 3 Lecture, 1 Laboratory

Prerequisite: Satisfactory score on the English placement examination or English 440 with a grade of 'C' or better.

Transferable: No; GAV-GE: A2

This course covers writing clear, correct, effective essays and learning preliminary research skills.

Student Learning Outcomes:

By the end of this course, a student should:

1. Apply analytical reading strategies such as summarizing, annotating, interpreting, paraphrasing, synthesizing, and responding to texts.
2. Recognize and practice specific rhetorical strategies.
3. Demonstrate ability to write clear, unified essays in standard English which feature a coherent thesis, relevant supporting evidence, and control of conventions.
4. Apply research techniques to produce college-level research papers..
5. Write effective, well-organized impromptu essays under timed conditions.
6. Recognize and practice steps in the writing process.



ENGL 250L Practical Writing Lab

Units: **Hours:** 1 Laboratory

Transferable: No; GAV-GE: A2



ENGL 260 Preparation for College Reading

Units: 3 **Hours:** 3 Lecture

Prerequisite: Completion of English 420 or Assessment recommendation.

Transferable: No; GAV-GE: A3

This is a course presenting strategies in the technique and practice of college level critical reading and thinking skills.

Student Learning Outcomes:

By the end of this course, a student should:

1. Use critical thinking skills, such as deciphering fact and opinion, bias, and logical fallacies.
2. Develop and engage in higher order thinking skills, including analysis, comparison/contrast, synthesis, inference, and classification.
3. Employ successful study behaviors, including notetaking, annotation, learning styles, and test-taking-skills
4. Formulate and practice successful approaches to learning college-level vocabulary, including identifying meaning through context, differentiating connotation and denotation, and dictionary skills
5. Demonstrate the ability to respond to college-level reading through paraphrase, summary, and responses to questions about reading selections
6. Decipher and explain main idea, supporting points, tone, purpose, figure of speech, and point of view
7. Distinguish the link between rate and comprehension and demonstrate rate flexibility by practicing techniques for faster reading and adjusting rate for purpose
8. Apply research skills to enhance reading comprehension, such as finding background information on a given text, which may include evaluating sources and basic internet skills
9. Distinguish components of a variety of college-level reading material, including textbooks, scholarly journal articles, newspaper articles, essays, and works of fiction and poetry

10. Utilize a variety of tools for reading comprehension, which may include graphic organizers, SQ3R, PPPC, learning logs, and/or KWL+ charts

ENGL 420 Reading Improvement

Units: 3 **Hours:** 3 Lecture, 1 Laboratory

Prerequisite: English 438 or English 439 with a grade of 'C' or better, or satisfactory score on the English placement examination.

Transferable: No

This is a practical, "how to" course teaching various methods of learning and reading college material. Using group and individual instruction in vocabulary, comprehension, and study skills, the students will increase their ability to survive academically, to profit, grow and succeed in all college courses, and to enjoy reading and learning. Units earned in this course do not count toward the associate degree and/or certain certificate requirements.

By the end of the semester:

1. Students will formulate and practice successful approaches to learning college-level vocabulary, including identifying meaning through context, identifying and utilizing word parts, and dictionary skills.
2. Students will demonstrate the ability to respond to a variety college-level reading through text-supported responses to questions about reading selections, applying inference, paraphrasing, quoting, analyzing, deciphering main ideas and supporting points, and reflection.
3. Students will utilize a variety of tools for reading comprehension, which may include graphic organizers, SQ3R, PPPC, learning logs, KWL+ charts, think alouds, and/or questioning techniques, and more.
4. Students will distinguish the link between rate and comprehension and demonstrate rate flexibility by practicing techniques for faster reading and adjusting rate for purpose.
5. Students will employ successful study behaviors, which may include notetaking, annotation, learning styles, focus, self-efficacy, and test-taking-skills, as well as understanding and adjusting reading process for success.

ENGL 440 Basic Writing

Units: 3 **Hours:** 3 Lecture, 1 Laboratory

Prerequisite: English 438 or English 439 with a grade of 'C' or better, or satisfactory score on the English placement examination.

Corequisite: Concurrent enrollment in English 440L.

Transferable: No

This is an intensive study and application of basic grammar, sentence, and essay writing skills within the context of composing short essays. Units earned in this course do not count toward the associate degree and/or certain certificate requirements.

Student Learning Outcomes:

By the end of this course, a student should:

1. Identify, re-state and respond to an author's thesis and supporting points
2. Recognize and practice specific rhetorical strategies.
3. Demonstrate ability to write clear, unified essays in standard English which feature a coherent thesis, relevant supporting evidence, and control of conventions.
4. Apply beginning research skills applicable to academic and workplace environments, such as locating, evaluating, summarizing and interpreting sources.
5. Write effective, well-organized impromptu essays under timed conditions.
6. Recognize and practice steps in the writing process.



ENGL 440L Basic Writing Lab

Units: **Hours:** 1 Laboratory

Transferable: No

Basic Writing Lab for English 440.

WHY PORTFOLIOS?

- The portfolio emphasizes and promotes goal setting. The student has a clear understanding and awareness of the work that is to be expected of them and when. Because of this, the student must learn the importance of study skills like budgeting his or her time to avoid time pressure.
- The portfolio emphasizes and promotes individual responsibility and accountability for one's work. By semester's end, students will have, hopefully, reached their goal of turning in a portfolio—the culmination of their work. This sense of accomplishment quite often makes for a positive learning experience for students.
- When it comes to deciding which essays to incorporate into portfolios, students must consider the criteria for a successful essay. This understanding of the grading criteria helps reinforce critical thinking and proofreading skills.
- The portfolio helps students recognize growth in their writing skills over the course of a semester.
- The portfolio letter (or introductory essay) encourages reflexive learning. Students must ask questions such as: why am I choosing this essay and what does this essay say about who I am as a writer. Since they are introducing their essays, they may question whether or not there is anything in the work that ties them together. Are they similar in style, content, tone? They might question what that says about them as writers, students, and individuals. If the essays have little affinity to one another, it might help students recognize the diversity of expression that is within them.
- The in-class portion of the portfolio emphasizes and promotes critical reading skills, such as annotation, the ability to locate themes/thesis statements, the ability to anticipate questions, the ability to synthesize points within the text(s), etc. If the student in-class essay is linked to a class theme, it encourages student inquiry.
- Because the student portfolio consists of both out-of-class and in-class work, students are able to demonstrate a wider range of skills than in most department finals.

STUDENT PORTFOLIO LETTER FOR 440/250 STUDENTS

Dear Students,

This semester you will submit a portfolio for your English 440/250 classes during the fourteenth week of the semester. Instructors will give you specific deadlines. The portfolio is an opportunity for you to reflect upon and revise writing of which you are most proud. Portfolios should consist of a cover letter, two revised out-of-class essays, and an in-class essay. If a portfolio is missing any one of these components, it will be considered incomplete and will not be accepted. Portfolios will comprise 25%-30% of your final grade.

FORMAT FOR OUT-OF-CLASS WORK:

- All out-of-class work should be written in a 12 pt. Times New Roman font.
- Margins should be set at one inch from all sides.
- Paragraphs should start one-half inch (press tab once) from the left hand margin.
- Do not right justify your paragraphs (select align left)
- Rather than using your name, you will use your student I.D., section number, and teacher's last name

COVER LETTER:

- The cover letter should be single-spaced and should not exceed one page.
- The cover letter is the introduction to your collection of writing. This is the first impression you are making on your reader.
- The cover letter should discuss and reflect upon the revised work that appears in your portfolio. It also allows you to discuss your writing, your experiences as a writer, or to discuss your writing process.
- Some possible areas of exploration might include what you have learned through revising your essays, your motivations for including particular essays into the portfolio, what you feel unifies the work, or how your writing demonstrates the diversity of expression that is within you.
- You are encouraged to review models of cover letters either in class or at the Writing Center.

OUT-OF-CLASS ESSAYS:

- 250 out-of-class revised essays should be double spaced and should range between three to five pages. 440 out-of-class essays should range between two to three pages. The specific page number and focus of the essay should clearly reflect your teacher's instructions.
- Essays should be free of instructor marks and comments.
- You are encouraged to discuss revision strategies with instructors and/or aides in the Writing Center.

FORMAT FOR IN-CLASS ESSAYS:

- In-class essays should be written in blue or black ink.
- Put your student I.D. number (rather than name), section number, and teacher's last name in the upper right-hand corner of each page.
- After you have written your in-class essay, you must put work within your portfolio, and then hand portfolios to your instructors.

IN-CLASS ESSAYS:

- In-class essays will be in response to material (1-2 essays) that your instructor will provide you during the fourteenth week of the semester.
- You will have a week to live with your essay(s): to think about the issues within the text, to annotate the text(s), and to anticipate possible questions.
- On the day of the in-class writing, teachers will provide you with specific question(s). You *may* have more than one prompt to choose from on the day of your exam.
- Essays *may* reflect a class theme. If so, your instructors may let you know of this ahead of time. If it is theme-related, you are advised and encouraged to reflect upon the body of knowledge you have concerning the class theme ahead of time.
- You may bring in a dictionary
- You are strongly advised to bring an annotated copy of the essay prompt along with one page of notes. The annotated essay and notes must be submitted with the essay.
- You will have the class period to read and respond to prompts.
- Students in need of special accommodations should contact and make arrangements with both the DRC (Disability Resource Center) and their instructors ahead of time.

SCORING AND HANDLING OF STUDENT WORK:

- Portfolios will be graded holistically. A holistic grade focuses on the overall effect of writing, rather than isolating any single aspect of the work.
- Holistic grades will be based on a rubric, which you are encouraged to examine. If you have any questions about the rubric or about scoring, please let your instructor know ahead of time.
- One or two writing teacher(s) (not your instructor) will be reading and scoring your portfolio. Your instructor will review scores. If there is any discrepancy about a portfolio grade, a second/third reader will be required.
- While the contents of your portfolio will never be released or shared without permission, a small subset of quality portfolios will be solicited (once permission is granted) to be bound and housed in the Writing Center. This is an opportunity for the English Department to acknowledge your accomplishments, as well as offer new 440/250 students an opportunity to read successful portfolios.

We wish you a meaningful and productive semester. If you have any questions concerning the portfolio, please feel free to contact me at (408) 846-4979.

Sincerely,

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