

ENGL 309 Course Outline as of Fall 2016**CATALOG INFORMATION**

Dept and Nbr: ENGL 309 Title: COLL RDG WRITE EXTENSIVE

Full Title: College Reading and Writing -- Extensive Writing Emphasis

Last Reviewed: 11/13/2017

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	5.00	Lecture Scheduled	5.00	17.5	Lecture Scheduled	87.50
Minimum	5.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	5.00		Contact Total	87.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 175.00

Total Student Learning Hours: 262.50

Title 5 Category: AA Degree Non-Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

This course develops student proficiency in college and career-related forms of writing, reading, critical thinking, and information competency skills necessary for college work. This course is designed to prepare students for English 1A in one semester. Students will focus on reading improvement while writing short essays with particular attention to grammar, punctuation, spelling, and use of college-level vocabulary. Additionally, students will write increasingly longer and more complex expository and argumentative texts (including essays) for a range of audiences in response to more sophisticated readings at the college level.

Prerequisites/Corequisites:

Course Completion of CSKLS 313; OR Qualifying Placement

Recommended Preparation:

Eligibility for ENGL 305 or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: This course develops student proficiency in college and career-related forms of writing, reading, critical thinking, and information competency skills necessary for college work.

This course is designed to prepare students for English 1A in one semester. Students will focus on reading improvement while writing short essays with particular attention to grammar, punctuation, spelling, and use of college-level vocabulary. Additionally, students will write increasingly longer and more complex expository and argumentative texts (including essays) for a range of audiences in response to more sophisticated readings at the college level. (Grade Only)

Prerequisites/Corequisites: Course Completion of CSKLS 313; OR Qualifying Placement

Recommended: Eligibility for ENGL 305 or equivalent

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

ACADEMIC SUCCESS STRATEGIES

1. Demonstrate effective academic habits of mind and behaviors to participate in class effectively and complete class assignments.
2. Identify, locate and utilize campus and community resources that foster literacy skills and behaviors that promote student success.

CRITICAL READING:

1. Survey texts to identify format and support features (e.g., font sizes, color, bold or italic print, titles and subtitles, visuals, table of contents, glossary, index) and their functions to make connections between text and prior knowledge.
2. Analyze the organization of the introduction, body, and conclusion in college-level essays and other readings.
3. Effectively and flexibly apply metacognitive strategies (visualizing, paraphrasing, questioning, annotating, associating, and predicting) to determine problem-solving steps needed to understand college level readings.
4. Identify and analyze the effectiveness of theses, main ideas, key supporting details, signal words, and transitional devices.
5. Identify the use of figurative language, syntax, and level of diction and apply appropriate terminology to discussion of college-level texts.

6. Analyze reading for implied meaning, irony, satire, tone, voice, assumptions, and biases, and judge their appropriateness to the author's message.
7. Analyze and evaluate the use of causal analysis, persuasion, and argumentation in college-level readings.
8. Synthesize meaning from multiple texts using a variety of comprehension techniques, discussion pre-reading, and post-reading strategies.
9. Summarize and respond to readings of various lengths, complexity, and abstraction in speech and/or writing.
10. Distinguish fact from opinion, and evaluate their uses in expository prose.

WRITING:

1. Demonstrate reasoned thinking through writing in a variety of genres for a range of audiences (blog post, letter to the editor or discussion forum posts).
2. Write expository and argumentative essays, including writing documented in MLA style, using the writing process and effective integration of the logical elements of composition, effective transitions between ideas and paragraphs, points of view and academic style.
3. Identify and effectively use all stages of the writing process, revising essays and other writing assignments for content, logic, organization, style, and tone.
4. Proofread, with particular attention to syntax, sentence structure, grammar, punctuation, and mechanics.
5. Examine multiple points of view through writing.
6. Write critical analysis essays (including in-class essays) in response to challenging texts.
7. Write essays that effectively incorporate source materials and document them in MLA style.

RESEARCH STRATEGIES AND INFORMATION COMPETENCY

1. Access, evaluate, and select research materials (online and hard copy) and document in MLA style.
2. Create and outline a research plan.

Topics and Scope:

I. Academic Success Strategies

A. Class Participation

1. Regular attendance, as defined in the course syllabus and college catalog
2. Class discussion and attentive listening
3. Taking notes during lecture and reading
4. Reading and following written and oral directions in class.

B. Academic Habits of Mind

1. Using metacognitive strategies to monitor reading comprehension and learning
2. Use Habits of Mind to refine study, collaboration, organizational and planning skills.

C. Campus and Community Resources

1. Use campus resources
 - a. Writing center
 - b. Library
 - c. Media Services
 - d. Tutorial Center
2. Use campus publications and events
 - a. Bear Facts
 - b. The Oak Leaf
 - c. SRJC Schedule of Classes
 - d. Academic Calendar
 - e. College Catalog

f. Arts and Lectures

II. Critical Reading

A. Prereading

1. Survey
2. Metacognitive Strategies
 - a. Schema activation
 - b. Predictions
 - c. Focus questions
 - d. Visualizing
3. Planning
 - a. Establishing reading purpose
 - b. Utilizing effective reading strategies
 - c. Managing allotted time effectively
4. Comprehension
 - a. Words and phrases
 - b. Sentences
 - c. Paragraphs
 - d. Main point and details
5. Metacognitive Strategies
 - a. Problem Solving
 - b. Chunking or clustering text
 - c. Annotating text
 - d. Refining predictions
 - e. Asking questions
 - f. Visualizing
 - g. Making connections (intratextual and intertextual)
 - h. Paraphrasing and summarizing

B. Style and Structure of Texts

1. Language
 - a. Repetitive and synonymous language patterns
- b. Transitional language
- c. Linking language
- d. Figurative language
- e. Syntax
- f. Level of diction
2. Organization, ideas and details
 - a. Identify the organization of text's major components
 - i. Introduction
 - ii. Body
 - iii. Conclusion
 - b. Identify and evaluate relationships among a text's thesis and supporting evidence
 - c. Identify and evaluate relationships between a text's ideas and its details
 - d. Identify and evaluate relationship between text's rhetorical modes and the text's meaning

C. Reading Discussions

1. Maintaining reading journal or metacognitive reading log
2. Class conversations
 - a. Questioning the text, the author and each other via classroom dialogue
 - b. Outlining text structure
 - c. Distinguishing between major and minor details
 - d. Summary
 - e. Respond to text using the multiple perspectives that surface during reading discussions

D. Synthesize relationships between multiple texts and outside information and personal experience

E. Reference Materials

1. Evaluation
2. Purpose

III. Writing

A. Writing Prompts or Assignments

B. Writing Process

1. Prewriting

- a. Brainstorming
- b. Freewriting
- c. Mapping
- d. Clustering
- e. Outlining

2. Drafting

3. Support services and resources for reading and writing

- a. Student study groups
- b. Writing Center
- c. Instructor's student contact office hours
- d. SRJC's online writing lab
- e. Writing handbook
- f. Tutorial Center

4. Revision, which includes responding to feedback on essay outlines and drafts

- a. Content
- b. Organization
- c. Style
- d. Tone
- e. Diction

5. Proofreading and editing for clarity, fluency, and Standard Written English

- a. Syntax
- b. Sentence structure and variety
- c. Grammar
- d. Punctuation
- e. Mechanics

C. Developing Content for Essays and Other Course Writing Assignments

1. Establishing a clear writing purpose for intended audience and medium

2. Developing a clear thesis

3. Using effective text-based support from one or more sources

4. Focused and unified paragraphs

- a. Introductory
- b. Supporting
- c. Concluding

5. Unity and coherence

- a. Transitions and linking language between paragraphs and between ideas within the paragraph
- b. Repetition and synonymous language that creates coherence

6. Standard written English and MLA format

D. Style and Diction

1. Creating figurative language
2. Avoiding wordiness
3. Choosing effective vocabulary

E. In-Class Essays

1. Analyzing the prompt or question
2. Developing a thesis and outline
3. Timing the writing process
4. Proofreading for clarity and wording

IV. Research Strategies and Information Competency

A. Searching for and evaluating source material using relevant search terms

1. Books
2. Media catalogs
3. Subscription databases
4. Internet

B. Understanding differences among and appropriateness of various genres (books, newspaper and magazine articles, journal articles, Internet articles, audiovisual texts, etc.)

C. Retrieving source materials selected during searches

D. Evaluating sources

1. Authority
2. Purpose
3. Objectivity
4. Publication date
5. Thoroughness
6. Relevance to student's research

E. Critically reading and annotating sources

F. Articulating the meaning of one or more passages from source material

1. Embedding direct quote or paraphrase into student's own writing
2. Summarizing source material

G. Creating a works cited list, annotated bibliography, or research plan with correct MLA format

H. Learning the language of and rationale for research skills

Assignment:

Representative Assignments:

Academic Success Strategies

1. Reading and writing-based discussions, including active listening
2. Taking lecture and reading notes
3. Reading and following written and verbal directions in each class
4. Organizing academic materials
5. Metacognitive learning logs
6. Campus and community resources assignments
7. Examinations
 - a. Quizzes
 - b. Midterm and final exam

Critical Reading

1. Reading assignments of various lengths and complexity to provide topics for analysis and discussion, and to serve as models for writing topics, styles, and structures. Student will typically read approximately 40-50 pages per week, including full-length works of fiction or nonfiction.
2. Prereading exercises, including surveys, pre reading questions, schema activation, and making predictions
3. Reading journal or metacognitive reading logs
4. Outlining and clustering assignments

5. Formal written summaries and responses to readings
6. Synthesis assignments to articulate connections, contrasts, and varying point of view present in three or more texts.
7. Text analysis assignments (purpose, audience, authority, support)
8. Examinations
 - a. Quizzes
 - b. Midterms and final exam
9. Reading portfolio

Writing

1. Writing assignments that appeal to a range of audiences for the purpose of expression, exposition, and argumentation (3-4 writing assignments of 250-300 words each).
2. Students will write a minimum of 4,000 words using the writing process (3-5 essays of 800-1500 words each).
3. Prewriting exercises, including brainstorming, freewriting, listing, mapping, questioning, and outlining
4. Writing process exercises
5. Examinations
 - a. Quizzes
 - b. Midterms and final essay exam
6. Research project and/or presentation (e.g. annotated bibliography; research project outline)
7. In-class writing in response to readings
8. Writing portfolio

Research

1. Outlining a research plan
2. Source material search exercises
3. Summary writing exercises
4. Paraphrasing and quoting exercises
5. Examinations
 - a. Quizzes
 - b. Midterm and final exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Metacognitive reading logs or reading journals; essays; written summaries; reading and/or writing portfolio; other written exercises; in-class essays

Writing
45 - 60%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Synthesis assignments; source material research exercises; campus and community resources assignments

Problem solving
5 - 15%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Research plan, project or presentation

Skill Demonstrations
5 - 20%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes; midterm; final

Exams
15 - 25%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation in class discussions and group activities

Other Category
5 - 10%

Representative Textbooks and Materials:

Instructor-prepared materials

Textbooks:

At a Glance: Writing Essays and Beyond with Integrated Readings, 6th Edition. Lee Brandon. Wadsworth Publishing, 2014.

They Say, I Say: The Moves That Matter in Academic Writing, 3rd Edition. Birkenstein, Graff, and Durst. W. W. Norton & Co., 2014.

Exploring Language, 14th Edition. Goashgarian, Gary. Longman, 2014.

The Curious Writer 5th Edition. Ballenger, Bruce. Longman, 2016.

The Call to Write, 6th Edition, Trimbur, John. Wadsworth Publishing, 2013.

Rereading America: Cultural Contexts for Critical Thinking and Writing, 9th Edition by Gary Colombo and Robert Cullen. Bedford/St. Martin's, 2013.

A Community of Readers, 7th edition. Alexander, Roberta, and Jan Lombardi. Wadsworth Publishing, 2015.

Choices: A Writing Guide with Readings, 5th edition. Mangelsdorf, Kate, and Evelyn Posey. Bedford/St. Martin's, 2012.

Interactions: A Thematic Reader, 9th edition. Moseley, Ann, and Jeanette Harris. Houghton Mifflin, 2015.

The Least You Should Know about English, 12th edition. Paige Wilson and Teresa Ferster Glazier. Wadsworth, 2014.

Rules of Thumb: A Guide for Writers, 9th edition. Silverman, Jay, Elaine Hughes, and Diana Roberts Wienbroer. McGraw-Hill, 2012.

Non-fiction and Memoir: (all classics)

A Walk in the Woods, Bryson, Bill, Harper, 1999.

Outliers. Gladwell, Malcolm. Back Bay Books, 2011.

Best American Essays of the Century. Oates and Atwan, eds. Mariner, 2001.

50 Essays, 4th edition. Cohen, Samuel. Bedford/St. Martin's, 2014.

Me Talk Pretty One Day. Sedaris, David. Back Bay, 2000.

A Death in Belmont. Junger, Sebastian. Norton, 2006.

Into Thin Air. Krakauer, Jon. Villard, 1997.

Into the Wild. Krakauer, Jon. Signet, 2005.

The Hunger for Memory. Rodriguez, Richard. Dial Press, 2004.

House Made of Dawn. Momaday, N. Scott. Signet, 2004.

Shadows on the Koyukuk. Huntington, Sidney, and Jim Reardon. Alaska Northwest Books, 1993.

Persepolis (Graphic Novel). Satrapi, Marjane. Pantheon, 2004.

What The Best College Students Do. Bain, Ken. Belknap, 2012.

(E)ntity. Vie, Stephanie. Fountainhead, 2011.

Black Boy. Wright, Richard. Harper/Perennial, 2008.

I Am Malala. Yousafzai, Malala. Back Bay, 2013.

Drive: The Surprising Truth About What Motivates Us. Pink, Daniel. Riverhead Books, 2011.

Fiction: (all classics)

How the Garcia Girls Lost Their Accents. Alvarez, Julia. Algonquin, 2010.

The Hunger Games. Collins, Suzanne. Scholastic, 2008.

Mona in the Promised Land by Gish Jen. Vintage, 1997

The Things They Carried by Tim O'Brien. Mariner Books, 2009.

Little Bee. Cleave, Chris. Simon & Schuster, 2008.

A Friend of the Earth. Boyle, T.C. Penguin, 2001.

Fight Club. Palahniuk, Chuck. Holt Paperbacks, 2004.

Tortilla Curtain. T. Coraghessan Boyle. Penguin Books, 1996.

Cannery Row. Steinbeck, John. Penguin, 2002.

The Color Purple. Walker, Alice. Harvest, 2006.

The Brief Wondrous Life of Oscar Wao, Diaz, Junot. Riverhead Books, 2008.

Girl in Hyacinth Blue. Vreeland, Susan. Knopf, 2007.

The Joy Luck Club. Tan, Amy. Penguin, 2006.

The Kite Runner. Hosseini, Khaled. Riverhead/Penguin, 2003.

Milkweed. Spinelli, Jerry. Laurel Leaf/Random House, 2003.

The Namesake. Lashiri, Jumpa. Mariner, 2004.

Parrot in the Oven. Martinez, Victor. Rayo, 2004.

Kindred. Butler, Octavia. Beacon, 2008.

Montana 1948. Watson, Larry. Milkweek Editions, 2007.

Election. Perrotta, Tom. Berkeley Trade, 1998.

Sold. McCormick, Patricia. Hyperion, 2008.

My Name Is Aram. Saroyan, William. Capuchin, 2009.