

ENGL 100A Course Outline as of Fall 2002**CATALOG INFORMATION**

Dept and Nbr: ENGL 100A Title: READING IMPROVEMENT

Full Title: Reading Improvement

Last Reviewed: 3/7/2002

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

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

Also Listed As:

Formerly:

Catalog Description:

Developmental reading course focuses on organizational patterns, annotation of texts, note-taking from texts, identification of such elements of style as tone and voice, separation of fact and opinion, various analytical techniques.

Prerequisites/Corequisites:

Qualifying English placement scores (APS & essay) or completion of ENGL 355 with "C" or better. For ESL students, completion of ESL 318 (formerly ENGL 318) and ESL 319R with a grade of "C" or better.

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

Description: Developmental reading course focusing on identification of main idea & organizational patterns of text material. (Grade Only)

Prerequisites/Corequisites: Qualifying English placement scores (APS & essay) or completion of ENGL 355 with "C" or better. For ESL students, completion of ESL 318 (formerly ENGL 318)

and ESL 319R with a grade of "C" or better.

Recommended:

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:

By the end of Block One (the end of the fifth week of the semester), the student will demonstrate, by means of a comprehensive exam using paragraphs from a variety of disciplines, the ability to:

1. Identify main ideas
2. Identify key ideas from generalized and detailed information
3. Identify signal and transitional words and phrases.
4. Identify vocabulary through use of prefixes and suffixes, contextual clues, and dictionary use
5. Map writing structure by one of the following means: association, circular recall, or clustering.
6. Use SQ3R (survey, question, read, recite, review) and other reading study skills techniques.
7. Create study questions.

By the end of Block Two (the end of the tenth week of the semester) the student will demonstrate, by means of a comprehensive exam using paragraphs from a variety of disciplines, the ability to:

1. Identify thesis
2. Identify major blocks of thought
3. Identify transitional devices between paragraphs
4. Identify essay organizational patterns, including introductory patterns, main body organization, and conclusion patterns.
5. The ability to annotate texts, take notes from texts, and summarize, paraphrase, or outline.

By the end of Block Three (the end of the fifteenth week of the semester) the student will demonstrate by means of an essay examination, concerning longer works of expository prose, the ability to:

1. Identify fact from opinion
2. Identify tone and voice
3. Make judgements, make divergencies relevant
4. Identify applications
5. Analyze propaganda by means of the "Intensify/Downplay" approach, examining repetition, association, composition, omission, diversion and confusion techniques
6. Analyze charts, diagrams, illustration and other supplementary materials.

Topics and Scope:

1. This course concentrates on the skills and strategies needed for students to become more confident and successful reader at the college level.
2. Reading content varies from class to class, depending on the text the instructor chooses and the supplementary materials the instructor incorporates into the curriculum.
3. Most classes, however, emphasize nonfiction material similar to that students will encounter in such courses as anthropology, sociology, psychology, and humanities courses.
4. Some English 100A classes also use a work of fiction as a basis for teaching inferential reading, tone, and contextual clues.
5. Although the focus of English 100A is reading, most classes include a writing component in the form of reading logs, summaries, outlines, short essays, and/or response papers.

Assignment:

The following are representative assignments (actual assignments vary from class to class):

1. Annotate and underscore an essay, a chapter from a textbook, or an article from a newspaper or magazine.
2. Create study questions for a reading selection.
3. Outline a textbook passage.
4. Summarize an essay.
5. Map or chart an essay, article, or textbook passage.
6. Identify the main idea of a paragraph or the thesis of an essay.
7. Identify thought (rhetorical) pattern of a paragraph or an essay.
8. Complete vocabulary or comprehension exercises following assigned reading in a workbook.
9. Analyze a reading selection for bias - distinguish between fact and opinion, identify propaganda techniques.
10. Participate in class projects that require students to read, analyze, and discuss material in addition to the required texts.

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.

Written homework, Reading reports, EXAMS, QUIZZES

Writing
50 - 100%

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

None

Problem solving
0 - 0%

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

None

Skill Demonstrations
0 - 0%

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

VOCABULARY QUIZZES

Exams
0 - 25%

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

CLASS PROJECTS, ATTENDANCE

Other Category
0 - 25%

Representative Textbooks and Materials:

ACADEMIC READING AND STUDY SKILLS: A Theme-Centered Approach, 2nd ed.

Beth M. Pacheco, Harcourt Brace College Publishers (1992)

EFFICIENT READING, 6th ed., James I. Brown, D.C. Heath & Co (1984)

BRIDGING THE GAP: College Reading, 4th ed., Brenda Smith, HarperCollins College Publishers (1992)

SUPPLEMENTAL READINGS (examples only):

GROWING UP IN NEW GUINEA, Margaret Mead, Wm Morrow & Co. (1975)

WINESBURG, OHIO, Sherwood Anderson, Dover Publishers, Inc. (1995)

LIFE ON THE MISSISSIPPI, Mark Twain, Random House (1994)