

**ENGL 50 Course Outline as of Summer 2019****CATALOG INFORMATION**

Dept and Nbr: ENGL 50            Title: ENGLISH 1A SUPPORT  
 Full Title: English 1A Support Course  
 Last Reviewed: 11/26/2018

<b>Units</b>	<b>Course Hours per Week</b>		<b>Nbr of Weeks</b>		<b>Course Hours Total</b>	
Maximum	2.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	2.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	2.00		Contact Total	35.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 105.00

Title 5 Category: AA Degree Applicable

Grading: P/NP Only

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

Also Listed As:

Formerly:

**Catalog Description:**

Enhance and support students' critical reading, writing, thinking, and research skills for effective participation in and successful completion of English 1A.

**Prerequisites/Corequisites:**

Concurrent Enrollment in ENGL 1A

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

Description: Enhance and support students' critical reading, writing, thinking, and research skills for effective participation in and successful completion of English 1A. (P/NP Only)

Prerequisites/Corequisites: Concurrent Enrollment in ENGL 1A

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

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

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>			Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2019	Inactive:	
<b>UC Transfer:</b>		Effective:		Inactive:	

**CID:**

**Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

Upon completion of the course, students will be able to:

1. Demonstrate proficiency in discipline-specific skills that foster understanding and learning as students engage with English 1A texts.
2. Develop the critical reading, writing, research, and thinking skills necessary for successful completion of English 1A.
3. Demonstrate proficiency with all stages of the writing process to develop, revise, edit, and polish English 1A essays.

### **Objectives:**

Upon completion of the course, students will be able to:

#### Discipline-Specific Skills:

1. Demonstrate understanding of college-level, discipline-specific literacies to participate in class effectively and complete class assignments.
2. Identify, locate and utilize course, campus, and/or community resources that foster college-level literacy skills.

#### Reading

1. Identify and use critical reading strategies for maximizing understanding of, engagement with, and responses to texts.
2. Effectively and flexibly apply strategies (visualizing, paraphrasing, questioning, annotating, associating, and predicting) to determine problem-solving steps needed to understand college-level readings.
3. Identify and analyze the effectiveness of theses, main ideas, key supporting details, signal words, and transitional devices.

#### Writing

1. Identify and effectively use all stages of the writing process.
2. Revise essays and other writing assignments for content, logic, organization, style, and tone.
3. Proofread with particular attention to syntax, sentence structure, grammar, punctuation, and

mechanics.

## Research

1. Refine research skills to access, evaluate, and select research materials of various genres.
2. Understand how to incorporate primary and secondary sources into writing using MLA documentation style.

## Topics and Scope:

### Discipline Specific Literacy Practices:

- I. Annotating
- II. Note Taking
- III. Developing Effective Study Habits
  - A. Time management
  - B. Organizing course materials in a manner that supports academic success
- IV. Vocabulary Strategies

### Reading:

- I. Close Reading
  - A. Previewing
  - B. Problem solving
  - C. Questioning
  - D. Reading for author's purpose and audience
- II. Reading for Content
- III. Reading for Understanding
  - A. Standard and nonstandard English
  - B. Genres
  - C. Technical language and jargon
  - D. Cliches and euphemisms
  - E. Idioms
  - F. Figurative language
- IV. Reading to Engage in Inquiry

### Writing:

- I. Critical Writing and the Writing Process
  - A. Understanding and responding to a prompt or an assignment
  - B. Engaging with the writing process
  - C. Developing essay content
    1. Developing a clear thesis
    2. Text-based support from one or more texts
    3. Focused and unified paragraphs
      - a. Introductory
      - b. Supporting
      - c. Concluding
    4. Unity and coherence
      - a. Transitions and linking language
      - b. Repetition and synonymous language that creates coherence
    5. Standard Written English and MLA format
    6. Engaging with multiple perspectives
    7. Integrating textual evidence
- II. Rhetorical Concerns
  - A. Choosing an effective point of view

- B. Using language that is appropriate, exact, concrete, and specific
- C. Rhetorical strategies
- III. Revising, Editing, and Proofreading of English 1A Assignments
  - A. Prewriting (brainstorming, freewriting, mapping, outlining)
  - B. Drafting
  - C. Using course and campus resources to support writing process
  - D. Revising for thesis, organization, and development
  - E. Revising for effective use of vocabulary and sentence structure
  - F. Responding to feedback on outlines, drafts, and essays
  - G. Proofreading and editing for clarity, fluency, and Standard Written English
  - H. Working on select grammar concepts as needed
  - I. Proofreading for grammar, punctuation, spelling, and formatting

Research:

- I. Refining Understanding of MLA Style
- II. Refining Strategies to Conduct Research
- III. Understanding how to Avoid Plagiarism
- IV. Evaluating a Source's Reliability, Bias, Accuracy, Scholarship

**Assignment:**

- I. Reading assignments related to ENGL 1A as needed, such as:
  - A. Annotating, paraphrasing, and summarizing exercises /activities
  - B. Composing reading responses
  - C. Reading journal entries
  - D. Double Entry reading logs
- II. Writing assignments as needed, such as:
  - A. Drafts of essays
  - B. Portfolio projects
  - C. Learning Logs
  - D. Journal Entries
  - E. Timed Writing
  - F. Metacognitive Writing
- III. Problem-solving exercises (1-5), such as:
  - A. Grammar exercises
  - B. Research exercises
  - C. Revising and editing exercises
- IV. Writing Exercises and Activities (1-5), such as:
  - A. Reflective Essays
  - B. Annotated bibliography work
  - C. Student presentations, individual and/or group
  - D. Peer review sessions
  - E. Peer editing sessions
- V. Quizzes (0-8) and Exams (0-3), such as:
  - A. Grammar review
  - B. Research review
  - C. Revising and editing review

**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.

Reading assignments related to ENGL 1A (e.g. reading response or journals), writing assignments and exercises

Writing  
60 - 85%

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

Writing Exercises and Problem-Solving Activities

Problem solving  
10 - 15%

**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.

Quizzes and/or Exams

Exams  
0 - 15%

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

Attendance and participation

Other Category  
5 - 15%

### **Representative Textbooks and Materials:**

Customized Reader compiled by English Department Faculty.

Current Work of Literary Merit.

They Say, I Say. 4th ed. Graff, Gerald and Birkenstein, Cathy. W.W. Norton. 2018

College Fear Factor. Cox, Rebecca. Harvard University Press. 2011 (classic)

Instructor prepared materials