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: 8/25/2025

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
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 C1000 (or 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 C1000 (or 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:

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

CSU Transfer:	Transferable	Effective:	Fall 2019	Inactive:
UC Transfer:		Effective:		Inactive:

CID:

Certificate/Major Applicable:
Not Certificate/Major Applicable

Approval and Dates

Version:	01	Course Created/Approved:	11/26/2018
Version Created:	10/9/2018	Course Last Modified:	5/31/2025
Submitter:	Lori Kuwabara	Course last full review:	8/25/2025
Version Status:	Approved New Course (First Version)	Prereq Created/Approved:	8/25/2025
Version Status Date:	11/26/2018	Semester Last Taught:	Spring 2025
Version Term Effective:	Summer 2019	Term Inactive:	Fall 2025

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should 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:
At the conclusion of this course, the student should 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

OTHER REQUIRED ELEMENTS

STUDENT PREPARATION

Matric Assessment Required:	E	Requires English Assessment
Prerequisites-generate description:	A	Auto-Generated Text
Advisories-generate description:	NA	No Advisory
Prereq-provisional:	N	NO
Prereq/coreq-registration check:	Y	Prerequisite Rules Exist
Requires instructor signature:	N	Instructor's Signature Not Required

BASIC INFORMATION, HOURS/UNITS & REPEATABILITY

Method of instruction:	02	Lecture
Area department:	ENGL	English
Division:	71	Language Arts & Academic Foundations
Special topic course:	N	Not a Special Topic Course
Program status:	2	Not Certificate/Major Applicable
Repeatability:	00	Two Repeats if Grade was D, F, NC, or NP
Repeat group id:		

SCHEDULING

Audit allowed:	N	Not Auditable
Open entry/exit:	N	Not Open Entry/Open Exit
Credit by exam:	N	Credit by examination not allowed
Budget code: Program:	0000	Unrestricted
Budget code: Activity:	1501	English-General

OTHER CODES

Discipline:	English	
Basic skills:	N	Not a Basic Skills Course
Level below transfer:	Y	Not Applicable
CVU/CVC status:	N	Not Distance Ed
Distance Ed Approved:	N	
Emergency Distance Ed Approved:	Y	Fully Online Partially Online Online with flexible in-person activities
Credit for Prior Learning:	N	Agency Exam
	N	CBE
	N	Industry Credentials
	N	Portfolio
Non-credit category:	Y	Not Applicable, Credit Course
Classification:	Y	Liberal Arts and Sciences Courses
SAM classification:	E	Non-Occupational
TOP code:	1501.00	English
Work-based learning:	N	Does Not Include Work-Based Learning
DSPS course:	N	Not a DSPS Course
In-service:	N	Not an In-Service Course