

CSKLS 313 Course Outline as of Fall 2019**CATALOG INFORMATION**

Dept and Nbr: CSKLS 313 Title: FOUNDATION COLL RDG/WRTG

Full Title: Foundations of College Reading and Writing

Last Reviewed: 11/4/2013

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	7.00	Lecture Scheduled	6.00	17.5	Lecture Scheduled	105.00
Minimum	7.00	Lab Scheduled	3.00	17.5	Lab Scheduled	52.50
		Contact DHR	0		Contact DHR	0
		Contact Total	9.00		Contact Total	157.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 210.00

Total Student Learning Hours: 367.50

Title 5 Category: AA Degree Non-Applicable

Grading: Grade or P/NP

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

Also Listed As:

Formerly: CSKL 350E

Catalog Description:

This course provides instruction in reading and writing skills and strategies in preparation for the next course of the English Pathway and other college courses at that level.

Prerequisites/Corequisites:

Completion of CSKLS 312 or CSKLS 318 or higher (V8); or appropriate placement based on AB705 mandates

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

Description: This course provides instruction in reading and writing skills and strategies in preparation for the next course of the English Pathway and other college courses at that level.
(Grade or P/NP)

Prerequisites/Corequisites: Completion of CSKLS 312 or CSKLS 318 or higher (V8); or appropriate placement based on AB705 mandates

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

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Read a selection of fiction or nonfiction and summarize in a paragraph the main idea and supporting details.
2. Read a selection of prose and write a coherent response of one or more paragraphs discussing the topic and relating the content to personal observations and experiences.
3. Write organized narrative and descriptive essays that fully address an assigned topic.
4. Research a topic through one or more Internet sources, summarize the information, and connect it to a literary work or personal experience.

Objectives:

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

1. Use the dictionary in its print form and as an online tool.
2. Infer word meanings from context.
3. Distinguish between general and specific ideas.
4. Identify topics, main ideas, and supporting details.
5. Analyze and describe organizational patterns such as sequence, definition and example, comparison, and cause and effect.
6. Interpret figurative language in a variety of materials, including fiction, nonfiction, poetry, and non-print media.
7. Identify and apply appropriate reading strategies to main genres of literature, as well as textbooks and online sources.
8. Apply rules for commas, apostrophes, semicolons, end punctuation, and quotations.
9. Use the correct pronoun form in compound constructions and possessive case.
10. Use standard verb forms for tense and agreement.
11. Use a variety of correctly punctuated simple, compound, and complex sentences within paragraphs and longer compositions.
12. Incorporate a variety of prewriting techniques such as brainstorming, free-writing, clustering, and journaling to develop ideas for writing.

13. Write a paragraph with a topic sentence and supporting details in logical order.
14. Recognize and incorporate the distinguishing elements of introductory, body, and concluding paragraphs in essays, articles, and reports.
15. Use Microsoft Word and follow basic Modern Language Association (MLA) format for academic writing.
16. Use the Internet to access main library resources, class web pages, and college information.

Topics and Scope:

WRITING SKILLS

Order of topics may vary and will be integrated with reading, composition, and lab assignments.

- I. Introduction to college paper presentation
 - A. Microsoft Word, including spell-check
 - B. Basic Modern Language Association (MLA) format
 - C. Online systems for written composition submission (example: Turnitin.com)
- II. Capitalization rules as applicable to academic writing
 - A. Abbreviations, quotations, titles
 - B. Proper nouns and adjectives
- III. Parts of speech and of the sentence
 - A. Nouns and pronouns
 - B. Verbs, auxiliary verbs, linking verbs
 - C. Prepositions and prepositional phrases
 - D. Adjectives and adverbs
 - E. Subjects, predicates, objects
- IV. Sentence Combining
 - A. Identifying fragments and simple sentences
 - B. Compound sentences
 1. Correct use of conjunctions, commas, semicolons, and transition words
 2. Strategies for correcting run-on sentences and comma splices
 - C. Complex sentences and comma use
 1. Subordinating conjunctions
 2. Relative clauses
 - D. Using a variety of sentences
- V. Direct and indirect quotations
 - A. Correct punctuation and capitalization
 - B. Differences in wording between direct and indirect
- VI. Apostrophes
 - A. Singular and plural possessives
 - B. Commonly confused contractions and possessives (it's/its, etc.)
- VII. Basic pronoun case and usage
- VIII. Verbs
 - A. Standard and irregular verb forms and usage
 - B. Subject-verb agreement

WRITING (minimum 2000 words)

- I. Prewriting and organizing techniques
 - A. Brainstorming
 - B. Mapping
 - C. Freewriting
 - D. Other techniques
- II. Basic essay structure, descriptive and narrative

- A. Introduction
- B. Body
- C. Conclusion
- III. Basic academic writing forms
 - A. Summary
 - B. Reading response
 - C. Journal
 - D. Basic research summary

STUDENT SUCCESS SKILLS

Topics will be integrated with reading, writing, and lab assignments.

- I. Accessing and using college resources for academic and personal support (counseling, health services, labs, library, tutorial centers, instructor consultation, online tutoring)
- II. Applying effective study strategies
 - A. Pre-reading strategies (questioning, skimming, identifying main topics, etc.)
 - B. Highlighting and note-taking
 - C. Graphic organizers
 - D. Outlining
 - E. Test-taking strategies
 - F. Study groups and other support strategies

READING STRATEGIES

Topics will be integrated with writing and lab assignments.

- I. Reading actively and critically
 - A. General and specific ideas
 - B. Topics and topic sentences
 - C. Stated and implied main ideas
 - D. Major and minor supporting details
 - E. Inferences and conclusions
 - F. Predictions
 - G. Organizational patterns (sequence, definition and example, comparison and contrast, cause and effect)
- II. Vocabulary building
 - A. Dictionary use
 - B. Contextual clues
 - C. Word elements (prefix, suffix, root)
- III. Approaches to reading literature
 - A. Literary genres (fiction, nonfiction, short story, essay, news articles, novel, biography, poetry)
 - B. Fiction terminology (characterization, setting, dialogue, plot, narrative point of view, theme)
 - C. Nonfiction
 - 1. Fact versus opinion
 - 2. Reporting versus essay and memoir
 - 3. Identifying author's bias
- IV. Using Internet and database searches
 - A. SRJC Library website and resources
 - B. Reliability of sources
 - C. Summarizing researched information
 - D. Avoiding plagiarism

Assignment:

WRITING

1. Weekly sentence skills exercises (punctuation, sentence structure, grammar)
2. Weekly journal assignments in response to reading
3. At least three total 2-3 page narrative and descriptive essays (minimum 2 drafts each) on topics related to course reading
4. Prewriting and organizing activities in preparation for drafting essays
5. Response group activities
6. Research assignment, writing project, and/or class publication project on topic related to class readings using SRJC Library databases or instructor-selected sources; optional oral presentation
7. 5-8 quizzes on writing mechanics
8. Part 1 of final exam with proofreading and original writing

READING

1. 20-30 pages of reading per week from assigned novel, nonfiction book, short stories, articles, or other literature
2. Weekly activities on reading strategies, vocabulary, and interpretation techniques
3. Class and small-group discussions on assigned readings
4. Oral and/or visual presentations related to assigned reading
5. Quizzes every 1-2 weeks on reading strategies and content of assigned readings
6. Part 2 of final exam with application of reading strategies
7. Optional: participation in college and community activities related to reading assignments

LAB

1. Interactive online exercises and quizzes in vocabulary building, reading strategies, interpretation of non-print media, and critical thinking
2. Online exercises in punctuation, grammar, and sentence structure
3. Practice with Microsoft Word and basic MLA format
4. Internet and database searches
5. Word-processing of summaries, responses, essay assignments, and class projects
6. Individual consultation with instructor (optional)

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.

Journals, sentence skills exercises, essays, research assignment, class project(s)

Writing
40 - 50%

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

Exercises on reading strategies and interpretation, group activities, lab assignments

Problem solving
5 - 10%

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, tests, final exam: Multiple choice, true/false, short answer, completion, essay	Exams 40 - 50%
Other: Includes any assessment tools that do not logically fit into the above categories.	
Attendance and participation, oral/visual presentations, lab assignments	Other Category 5 - 10%

Representative Textbooks and Materials:

Exploring Writing: Sentences and Paragraphs with Connect Writing 3.0 Access. 3rd ed. Langan, John. McGrawHill. 2015

Grammar and Writing Review (custom textbook). McGraw-Hill. 2011 (Classic)

Reading Explorer 3. 2nd ed. Douglas, Nancy and Gohlke, David. Cengage Learning. 2015

Instructor-prepared materials

Representative Literature (most titles classic):

I Am Malala, Yousafzai, Malala and Lamb, Christina. Weidenfield & Nicholson. 2013

Between the World and Me. Coates, Ta-Nihisi. Penguin Random House LLC. 2015

The House on Mango Street. Cisneros, Sandra. Vintage Publishing. 1991

The Color of Water. McBride, James. Riverhead Books. 1997

The Absolutely True Diary of a Part-Time Indian. Alexie, Sherman. Little, Brown, and Co. 2007