**ENGL 305.1 Course Outline as of Summer 2017**

# CATALOG INFORMATION

Dept and Nbr: ENGL 305.1 Title: DEV COLL READ/WRITE
Full Title: Development of College Reading and Writing
Last Reviewed: 5/13/2019

| Units | | Course Hours per Week | | Nbr of Weeks | Course Hours Total | |
|---|---|---|---|---|---|---|
| Maximum | 4.00 | Lecture Scheduled | 4.00 | 17.5 | Lecture Scheduled | 70.00 |
| Minimum | 4.00 | Lab Scheduled | 0 | 8 | Lab Scheduled | 0 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 4.00 | | Contact Total | 70.00 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 140.00 Total Student Learning Hours: 210.00

| | |
|---|---|
| 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: | |

**Catalog Description:**
Development of general education and career-technical reading, writing, and information competency skills necessary for college work.

**Prerequisites/Corequisites:**
Course Completion of CSKLS 313 or higher or Qualifying Placement from English Assessment. See Student Success & Assessment Services (assessment.santarosa.edu) for more information about the assessment process

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**
Description: Development of general education and career-technical reading, writing, and information competency skills necessary for college work. (Grade or P/NP)
Prerequisites/Corequisites: Course Completion of CSKLS 313 or higher or Qualifying Placement from English Assessment.
See Student Success & Assessment Services (assessment.santarosa.edu) for more information

about the assessment process
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: |

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|---|---|---|
| **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. Describe and apply reading strategies and rhetorical patterns of organization for level appropriate materials.
2. Comprehend, infer, interpret, and analyze vocational and academic texts.
3. Use the writing process to: narrow a topic suitable for an essay of a prescribed length; formulate and develop a thesis with details, examples, and reasons; and express ideas in clear and grammatical sentences and logical paragraphs.
4. Demonstrate proficiency in reading comprehension through writing summaries, and responses, short essays, and short research assignments.
5. Demonstrate proficiency in learning practices that foster literacy skills and promote student success.
6. Access, select, and evaluate research materials, recognize the principles of academic integrity, and use research materials in written assignments.

**Objectives:**
Using general education and career-technical readings of various lengths and increasing complexity, such as short articles, chapters from textbooks, short stories, novels, full-length works of nonfiction, and/or other materials, students will:

EFFECTIVE LEARNING PRACTICES
1. Participate in college classes effectively.
2. Demonstrate effective academic habits.
3. Find and use campus and community resources that foster literacy skills and student success.

READING
1. Survey texts for and identify format and support features (e.g. font sizes, color, bold or italic print, title and subtitles, visuals, table of content, glossary, index) and functions of those features.
2. Survey texts to determine and articulate the purpose of format features and textual structure.
3. Use format feature to make connections between text and prior knowledge (schema activation).
4. Articulate a specific goal (answering questions, clarifying an issue, confirming a prediction) for reading a text.
5. Evaluate and apply best method(s) for reviewing and retaining reading material (annotation, reflecting, summarizing).
6. Recognize the main idea in titles, introductions, and conclusions.
7. Identify topics, main ideas, and supporting details in paragraphs and longer readings.
8. Distinguish general abstractions from specific concrete details.
9. Outline and/or summarize short articles, chapters in textbooks and novels, short stories, lecture presentations, complete works of nonfiction, or videos.
10. Identify common organizational patterns in reading materials.
11. Distinguish opinions from facts.
12. Synthesize meaning by drawing inferences and conclusions.
13. Identify unfamiliar vocabulary through the use of context clues and word analysis.
14.Access information from at least three kinds of library or other information sources and evaluate it according to specific criteria.

WRITING:
Through short essays, responses to readings, reports, job-related writings, and other kinds of written assignments of various lengths and increasing complexity, students will:
1. Write a minimum of 4,000 words of unedited prose.
2. Use pre-writing techniques to generate topics and explore ideas.
3. Identify and explain sentence elements, parts of speech, phrases, clauses, and the logical relationships between and among these elements.
4. Write clear, complete sentences.
5. Formulate clear topic sentences and develop them in unified, coherent paragraphs.
6. Write at least four to five 300 to 500-word revised and edited essays or other academic or job-related writings with clear thesis statements and adequate detail.
7. Write at least five formal summaries and responses for assigned reading.
8. Proofread for spelling, grammar, and mechanics.
9. Write a short report or annotated bibliography documented in MLA style.

**Topics and Scope:**

EFFECTIVE LEARNING PRACTICES (10% focus)
1. Class Participation
   a. Regular attendance, as defined in the course syllabus and College Catalog
   b. Attentive listening
   c. Note-taking
   d. Reading and following directions
2. Academic Habits
   a. Time management
   b. Organizing course materials in a manner that supports academic success
   c. Developing effective study habits
   d. Building relationships with other motivated and responsible students
3. Campus and Community Resources
   a. Instructor office hours

b. Library and Media Services
c. English Department Writing Center, Online Writing Lab, Tutorial Center
d. Financial Aid/Scholarship Office
e. Counseling Services
f. Student Health and Psychological Services
g. Transfer/Career Center
h. Student Activities Office
i. Campus publications and events

READING (45% focus):
1. Comprehension and study skills
A. Pre-reading to identify formats and purposes
B. SQ3R (survey, question, read, recite, review)
C. Paraphrasing and synthesizing
D. Annotating, outlining, and summarizing
2. Vocabulary development
A. Word analysis
B. Context clues (contrast, example, restatement, general knowledge)
3. Analysis of paragraphs and longer readings
A. Identifying topics
B. Recognizing main ideas
C. Recognizing key supporting details and their relationship to the main idea
D. Distinguishing essential from nonessential details
4. Inference
A. Inferring main ideas and details
B. Drawing conclusions
C. Distinguishing appropriate from inappropriate inferences
5. Analysis of organizational patterns in readings
A. Sequence (chronological, spatial, hierarchical)
B. Comparison and contrast
C. Classification and division
6. Identifying objective and subjective points of view
7. Critical thinking
A. Fact, opinion, and bias
B. Connotation and denotation
C. Tone
D. Point of view
E. Assertion and argument
F. Faulty reasoning, such as insufficient facts or circular arguments
8. Developing information competency skills
A. Using the library and other information sources
B. Evaluating information according to specific criteria
C. Recording research findings

WRITING (45% focus):
1. Writing sentences and paragraphs
A. Using pre-writing strategies such as journal writing, free association, or brainstorming to explore topics
B. Drafting effective sentences
C. Formulating clear topic sentences
D. Selecting relevant supporting details
E. Organizing details

2. Writing short essays and other prose forms
  A. Using pre-writing strategies to identify the main idea
  B. Formulating clear thesis statements
  C. Selecting relevant supporting points
  D. Planning an essay
  E. Drafting the introduction, body, conclusion, and title
3. Reviewing and revising drafts for clarity, coherence, and unity
4. Proofreading for grammar, spelling, and mechanics
5. Writing clear, accurate, concise summaries
6. Working with source material
  A. Reporting information from various sources
  B. Documenting in MLA style

**Assignment:**

These are not representative assignments. All coursework will include:
READING
1. Exercises that teach specific reading comprehension skills
2. One-on-one conferences with instructor to assess and discuss specific reading and critical thinking skills, such as the ability to:
  A. Distinguish main ideas from key supporting details
  B. Distinguish essential from nonessential details
  C. Distinguish general from specific statements
  D. Distinguish opinions from facts
  E. Draw appropriate inferences and conclusions
  F. Apply reading study skills and annotation techniques
  G. Identify unfamiliar words and build vocabulary
  H. Locate and evaluate various kinds of print and electronic information resources
3. Exercises that teach specific critical thinking skills
4. Quizzes that test competency in comprehension and critical thinking
5. Small-group discussion of reading assignments
6. Library tour
7. A final examination that requires application of the comprehension and critical thinking skills taught in the course

WRITING
1. Written exercises that reinforce specific reading skills and critical thinking skills
2. One-on-one conferences with instructor to assess and discuss specific writing skills, such as the ability to:
  A. Apply pre-writing strategies to specific writing tasks
  B. Formulate topic sentences and thesis statements, and develop them adequately
  C. Plan and draft paragraphs, short essays, reports, and/or job-related writings
  D. Review and revise drafts for clarity, coherence, and unity
  E. Proofread for correct grammar, spelling, and mechanics
  F. Summarize, paraphrase, and/or quote source material
  G. Document source material in MLA style
3. A journal or reading log for recording observations of readings, and for exploring topics and ideas for written assignments
4. Short essays (in class; exams; homework) and other writings in response to readings (4 to 6 essays 250 to 750 words each)
5. Written reports based on print and electronic source materials (1 to 2 research based reports), minimum 250 words

6. Annotated Bibliography

**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.

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|---|---|
| Written homework, Reading reports, Journal; Summaries; Responses; Essays; Research reports | Writing<br>50 - 60% |

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

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| Research assignments using MLA; Annotated Bibliography | Problem solving<br>10 - 20% |

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

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| None | Skill Demonstrations<br>0 - 0% |

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

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|---|---|
| Essay exams; Quizzes; Final exam | Exams<br>15 - 20% |

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

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|---|---|
| Attendance and participation; Library orientation or tour; Oral presentation--group or individual | Other Category<br>10 - 15% |

**Representative Textbooks and Materials:**
READERS:
Patterns Plus, 10th Edition., Mary Lou Conlin, Ed. Houghton Mifflin, 2010.
The Brief McGraw Hill Reader, 11th Edition., Gilbert Muller, Ed. McGraw-Hill, 2011.
The Reader's Handbook: Reading Strategies for College and Everyday Life, 3rd Edition, Brenda Smith, Ed. Longman, 2012.

RHETORICS:
Reading Rhetorically: A Reader for Writing, 3rd Edition, John C. Bean, Virginia A. Chappell, and Alice M. Gilliam, Allyn & Bacon, 2010.
Evergreen: A Guide to Writing with Readings, 9th Edition, Susan Fawcette, Ed., Heinle. 2010.

HANDBOOKS AND GRAMMAR TEXTS:
Rules for Writers, Diane Hacker, Ed. Bedford/St. Martin's, 2012.
The Least You Should Know about English--Writing Skills A&B, Paige Wilson and Teresa F. Glazier, Eds. Wadsworth/Cengage, 2011/12.
At A Glance: Sentences, Fifth Edition. Brandon Lee, Ed. Cengage, 2012.

Rules of Thumb, Seventh Edition. Jay Silverman, Elaine Hughes, Diana R. Wienbroer, Eds. McGraw-Hill, 2012.
Good Measures, Seventh Edition. Jay Silverman, Elaine Hughes, Diana R. Wienbroer, Eds. McGraw-Hill, 2012.

PERIODICALS:
National Geographic
Time
Newsweek
Adbusters

NONFICTION:
Terkel, Studs. Working. Ballantine Pub., 1985. (Classic)

FICTION:
Cisneros, Sandra. The House on Mango Street. Knopf, 1991. (Classic)
O'Brien, Tim. The Things They Carried. Longman, 1997. (Classic)

Instructor prepared materials