

CATALOG INFORMATION

Dept and Nbr: ENGL 307      Title: IMP OF COLL RDG WRITING  
Full Title: Improvement of College Reading and Writing  
Last Reviewed: 9/9/2019

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:**  
This course develops student proficiency in academic and career/technical learning, reading, writing, and information competency skills necessary for college work.

**Prerequisites/Corequisites:**  
Completion of ENGL 305 or higher (V8)

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Development of proficiency in academic and career/technical learning, reading, writing, and information competency skills necessary for college work. (Grade or P/NP)  
Prerequisites/Corequisites: Completion of ENGL 305 or higher (V8)  
Recommended:  
Limits on Enrollment:  
Transfer Credit:  
Repeatability: Two Repeats if Grade was D, F, NC, or NP

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

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

**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. Demonstrate proficiency in learning practices that foster literacy skills and promote student success.
2. Demonstrate proficiency in reading practices and comprehension of college-level readings, including full-length texts.
3. Use critical reading approaches to demonstrate an understanding of the meaning of college-level readings, including full-length texts.
4. Write text-based essays at the English 100 level.
5. Access, select, and evaluate research materials and accurately use the language of academic and career/technical research.

### **Objectives:**

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

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.
4. Identify format and support features (e.g., font sizes, color, bold or italic print, titles and subtitles, visuals, table of contents, glossary, index) and functions of those features.
5. Determine and articulate the purpose(s) of format features and textual structure.
6. Use format features and textual structure to make connections to prior knowledge.
7. Articulate a specific goal (answering a question, clarifying an issue, confirming a prediction) for reading a text.
8. Evaluate and apply best method(s) for reviewing and retaining reading material (annotation, reflecting, summarizing).
9. Use effective academic habits for completing class assignments.
10. Define unfamiliar vocabulary, references, and allusions by using context clues, word structure (etymology), and reference materials.
11. Identify and explain sentence elements, parts of speech, phrases, and clauses, and the logical relationships between/among these elements.

12. Analyze paragraphs to evaluate and articulate the logical relationships among them.
13. Identify or infer a text's main ideas and supporting details, and restate in summaries or paraphrases.
14. Identify, analyze, and explain, in speech and/or writing, an understanding of the elements of a text's logical structure.
15. Synthesize relevant ideas from multiple texts and express connections orally and in writing.
16. Write essays that demonstrate critical understanding of a text, use of the writing process, and effective integration of the logical elements of composition.
17. Access and evaluate research materials using terminology that demonstrates an understanding of the rationale for academic research practices and understanding about academic integrity.
18. Write logs, summaries, journal entries, drafts, and essays.

## **Topics and Scope:**

### **I. Learning Practices**

#### **A. Class Participation**

1. Regular attendance, as defined in the course syllabus and College Catalog
2. Attentive listening
3. Note-taking
4. Reading and following directions

#### **B. Academic Habits**

1. Time management
2. Organizing course materials in a manner that supports academic success
3. Developing effective study habits
4. Building relationships with other motivated and responsible students

#### **C. Campus and Community Resources**

1. Instructor office hours
2. Library and Media Services
3. English Department Writing Center, Online Writing Lab, Tutorial Center
4. Financial Aid/Scholarship Office
5. Counseling Services
6. Student Health and Psychological Services
7. Transfer/Career Center
8. Student Activities Office
9. Campus publications and events
  - a. SRJC Schedule of Classes
  - b. College Catalog
  - c. Arts and Lectures

### **II. Reading Practices and Comprehension**

#### **A. Prereading**

1. Survey
2. Schema activation
3. Planning
  - a. Setting goals
  - b. Time management

#### **B. Comprehension**

1. Words and phrases
2. Sentences
3. Paragraphs

- 4. Main point and details
- 5. Paraphrasing and summarizing
- C. Reference materials

### III. Critical Reading

#### A. Logical Structure of Texts

- 1. Language
  - a. Repetitive and synonymous language
  - b. Transitional language
  - c. Linking language
- 2. Textual ideas and details
  - a. Logical relationships among a text's ideas
  - b. Logical relationships between a text's ideas and its details
  - c. Relevance of seemingly wayward development
- 3. Rhetorical modes and their function in relation to the text's meaning (narration, description, cause and effect, comparison and contrast, definition, process, exemplification, explication, classification and division, persuasion)

- B. Synthesis: the relationships between multiple texts and between texts and outside information such as historical events, social trends, political issues, philosophical questions

### IV. Critical Writing and the Writing Process

#### A. Understanding of and a response to a prompt or assignment

#### B. Using the writing process

- 1. Prewriting (brainstorming, freewriting, mapping, outlining)
- 2. Drafting
- 3. Using support services and resources: student study groups, Writing Center, instructor office hours, online help, writing handbook, Tutorial Center
- 4. Revising, which includes responding to feedback on outlines, drafts, and essays
- 5. Proofreading and editing for clarity, fluency, and Standard Written English

#### 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

### V. Research Process

- A. Searching in book and media catalogs, in subscription databases, and on the World Wide Web, using search terms that are relevant to a topic
- B. Retrieving books, documents, and/or media selected during searches
- C. Understanding differences among and appropriateness of various genres (books, newspaper and magazine articles, journal articles, www articles, audiovisual texts, etc.)
- D. Evaluating sources, considering source, authority, purpose, objectivity, date of publication, completeness, and overall relevance to student's research topic
- E. Critically reading and annotating sources
- F. Using direct quotes and written paraphrases and summaries, articulating the meaning of one or more passages from source material

- G. Creating a Works Cited list or annotated bibliography in correct MLA format
- H. Learning the language of and rationale for research skills

### **Assignment:**

#### Learning Practices

1. Class discussion and listening to classmates
2. Taking notes during lecture and while reading
3. Reading and following written and verbal directions in each class
4. Organizing books, notes, and materials throughout the semester
5. Maintain academic planner
6. Learning logs
7. Campus and community orientation exercises
8. Examinations
  - a. Quizzes
  - b. Midterms and final exam

#### Reading Practices and Comprehension

1. Reading journal, including double-entry journals, responses, inquiries, summaries
2. Prereading exercises, including written surveys, prereading questions, schema activation, and making predictions
3. Vocabulary exercises using textual context and reference materials
4. Sentence exercises
5. Paragraph exercises
6. Examinations
  - a. Quizzes
  - b. Midterms and final exam

#### Critical Reading

1. Outlining, clustering, and mapping exercises
2. Thesis identification and inference exercises
3. Exercises that analyze texts for rhetorical modes and development
4. Exercises that analyze texts for structural language
5. Summaries
6. Synthesis exercises and journal assignments
7. Examinations
  - a. Quizzes
  - b. Midterms and final exam
8. Use online programs to improve lexile score and reading speed (DHR)

#### Writing (4 to 6 essays of 500 to 1200 words each)

1. Prewriting exercises, including brainstorming, freewriting, listing, mapping, questioning, and outlining
2. Drafting skills
  - a. Thesis exercises
  - b. Support exercises
  - c. Structure exercises
  - d. Paragraph exercises
  - e. Formatting exercises
3. Revision, proofreading, and editing exercises
4. Examinations
  - a. Quizzes

- b. Midterms and final exam
- 5. Use online programs to improve writing fluency and sentence mechanics (DHR).

#### Research

- 1. Research plan
- 2. Search exercises
- 3. Summary exercises
- 4. Paraphrasing and quoting exercises
- 5. Annotated bibliography or Works Cited list using MLA format
- 6. Examinations
  - a. Quizzes
  - b. Midterms and final exam
- 7. Use online programs to improve research skills (DHR)

### 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.

Analysis of Readings; Essays; Research Reports and Exercises; Annotated Bibliography; Summaries; Journal Responses; Learning Log; Other written exercises

Writing  
50 - 70%

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

Library and Internet research exercises

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.

Reading Quizzes; Grammar Quizzes; Essay Exams

Exams  
10 - 20%

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

Attendance and Participation in class discussions and group activities

Other Category  
10 - 15%

### Representative Textbooks and Materials:

Instructor-prepared materials

Textbooks:

Rules for Writers--SRJC edition. Hacker, Diana. Bedford/St. Martin's, 2009.  
Developing Critical Reading Skills, 8th edition. Spears, Deanne. McGraw-Hill, 2009.  
Interactions, 7th edition. Moseley, Ann, and Jeanette Harris. Houghton Mifflin, 2009.  
The Least You Should Know about English, 10th edition. Wilson, Paige, and Teresa Glazier. Wadsworth, 2009.  
Rules of Thumb: A Guide for Writers, 8th edition. Silverman, Jay, Elaine Hughes, and Diana Roberts Wienbroer. McGraw-Hill, 2009.  
Good Measures, 8th edition. Silverman, Jay, Elaine Hughes, and Diana Roberts Wienbroer. McGraw-Hill, 2008.  
Focus on College Success. Staley, Constance. Wadsworth, 2009.

#### Non-fiction and Memoir:

The Diving Bell and the Butterfly. Bauby, Jean-Dominique. Vintage, 1998.  
A Death in Belmont. Junger, Sebastian. Norton, 2006.  
Me Talk Pretty One Day. Sedaris, David. Little Brown, 2000.  
Narrative of the Life of Frederick Douglass. Douglass, Frederick.  
Into the Wild. Krakauer, Jon. Signet, 2005.  
Into Thin Air. Krakauer, Jon. Signet, 2005  
The Hunger for Memory. Rodriguez, Richard. Dial Press, 2004.  
House Made of Dawn. Momaday, N. Scott. Signet, 2004.  
Shadows on the Koyukuk. Huntington, Sidney, and Jim Reardon. Alaska Northwest Books, 1993.  
The Longman Topics Readers (focused topics anthologies). Pearson, 2011.

#### Fiction:

Cannery Row. Steinbeck, John. Penguin, 2002.  
The Color Purple. Walker, Alice. Harvest, 2006.  
Girl in Hyacinth Blue. Vreeland, Susan. Knopf, 2007.  
The Joy Luck Club. Tan, Amy. Penguin, 2006.  
The Kite Runner. Hosseini, Khaled. Riverhead/Penguin, 2003.  
Milkweed. Spinelli, Jerry. Laurel Leaf/Random House, 2003.  
The Namesake. Lashiri, Jumpa. Mariner, 2004.  
Parrot in the Oven. Martinez, Victor. Rayo, 2004.  
Of Mice and Men. Steinbeck, John. Penguin, 2006.  
Kindred. Butler, Octavia. Beacon, 2008.  
Persepolis (Graphic Novel). Satrapi, Marjane. Pantheon, 2004.  
Montana 1948. Watson, Larry. Milkweek Editions, 2007.  
Election. Perrotta, Tom. Berkeley Trade, 1998.  
Sold. McCormick, Patricia. Hyperion, 2008.  
Black Boy. Wright, Richard. Harper/Perennial, 2008.  
Maus I and II. Spiegelman, Art. Pantheon, 1986, 1992.  
My Antonia. Cather, Willa. Simon and Schuster, 2004.  
My Name Is Aram. Saroyan, William. Capuchin, 2009.

#### Online Programs:

MyReading Lab, Pearson, 2012.  
MyCompLab, Pearson, 2012.  
MySkillsLab, Pearson, 2012.  
Or comparable products.