

**Course Outline**

**COURSE:** ENGL 210      **DIVISION:** 10      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2019      **CURRICULUM APPROVAL DATE:** 10/9/2018

**SHORT TITLE:** English Academy

**LONG TITLE:** English Academy

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
2	18	Lecture:	2	Lecture:	36
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	2	Total:	36

**COURSE DESCRIPTION:**

This immersion course is geared for students who are enrolled in or considering enrollment into English 1A. This course is designed to improve fundamental academic skills in reading, writing, and studying necessary for success in transfer-level English courses. The course will introduce reading, writing, research, and editing strategies. Students will work in a community-oriented environment. This is a pass/no pass course.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** C - Credit - Degree Non Applicable

**GRADING MODES**

- L - Standard Letter Grade
- P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

1. Utilize a variety of tools to facilitate reading comprehension and analysis.

Measure of assessment: Exams, Reader Responses, Metacognitive Journals, Presentations, etc.

2. Use reading selections to recognize and reflect upon rhetorical choices and to practice integrating reading into writing tasks.

Measure of assessment: Exams, Reader Responses, Presentations, etc.

3. Recognize and practice steps in the writing process to develop thesis-driven essays.

Measure of assessment: Metacognitive Journals, Short Writings, Essays, Exams, etc.

4. Practice research and information literacy strategies.

Measure of assessment: Metacognitive Activities, Group Research Activities, Journals, Presentations, etc.

5. Identify and apply strategies for college success that utilize both the cognitive and affective domains.

Measure of assessment: Metacognitive Journals, Group Activities, Presentations, etc.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 10/9/2018

4 Hours Content

Identify students' reading and writing strengths & challenges to foster and support scholarly identities ; Introduce and review time management and other successful study habits, such as note taking and study group participation.

Student Performance Objectives (SPO):

Students will practice, recognize, and apply learning habits that best fit their needs.

4 Hours Content

Introduction of reading process strategies, such as activating schema, skimming, previewing, identifying a purpose, chunking, and utilizing metacognition.

Student Performance Objectives (SPO): Students will apply and practice pre-reading strategies.

4 Hours Content

Introduction of writing process strategies, such as brainstorming and freewriting. Review components of essay structure and organizational practices.

Student Performance Objectives (SPO): Students will apply and practice brainstorming and organizational strategies.

4 Hours Content

Introduction to and practice of annotation strategies, distinguishing between main and supporting claims, identifying rhetorical choices, and reader-response strategies.

Student Performance Objectives (SPO): Students will demonstrate ability to read critically and respond to texts.

4 Hours Content

Introduction to rhetorical choices in writing to demonstrate awareness of purpose and audience. Reflect upon writing choices and strategies for developing an effective thesis-driven essay.

Student Performance Objectives (SPO): Students will demonstrate ability to write for a variety of purposes and audiences.

4 Hours Content

Introduction to and practice of post-reading strategies: summary, questioning, reflection, paraphrase, analysis and evaluation.

Student Performance Objectives (SPO): Students will demonstrate ability to comprehend and respond to texts.

### 3 Hours Content

Introduce research strategies for summarizing, paraphrasing, synthesizing, quoting and embedding sources. Introduction to parenthetical citation.

Student Performance Objectives (SPO): Students will demonstrate ability to integrate sources in their writing.

### 3 Hours Content

Introduction to Gavilan Research Database and research strategies, such as finding and evaluating sources, including detecting bias and credibility.

Student Performance Objectives (SPO): Students will practice finding and evaluating sources.

### 4 Hours Content

Introduce revision and proofreading strategies, including peer review.

Student Performance Objectives (SPO): Students will be able to identify and address global and local revision concerns in their own writing.

Out-of-Class Assignments: Develop revision action plans and revise.

### 2 Hours Content

Introduction of editing strategies, such as combining and reducing sentences for clarity and conciseness. Introduction of strategies for identifying and correcting errors in spelling, punctuation, and verb agreement.

Student Performance Objectives (SPO): Students will practice identifying and addressing sentence-level errors.

Out-of-Class Assignments: Develop an action plan for addressing individual sentence-level errors. Revise and edit short writings.

## **METHODS OF INSTRUCTION:**

Lecture Small group activities Multimedia presentations

## **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 24

Assignment Description:

Out-of-Class Assignments: Examples include metacognitive journals, written self-assessments, action plans, and reflecting on personal reading process.

Required Outside Hours: 36

Assignment Description:

Out-of-Class Assignments: Examples include learning logs, double-entry journals, metacognitive journals, reading and annotating, essays, reader-response journals, summary, paraphrase, integration of quotes, and annotated works cited.

Required Outside Hours: 12

Assignment Description: Out-of-Class Assignments: Examples include revision action plans, revisions, action plans for addressing individual sentence-level errors, and revising and editing short writings.

## **METHODS OF EVALUATION:**

Reading process assignments, Writing process assignments, learning logs, metacognitive journals, action plans, research assignments, etc.

**REPRESENTATIVE TEXTBOOKS:**

Birkenstein and Graff. They Say/I Say. University of Illinois: Chicago: WW Norton,2018.

ISBN: 978-0-393-63167-8

Reading Level of Text, Grade: 15th Verified by: Dana Young

Jay Silverman and Elaine Hughes. Rules of Thumb. Columbus, Ohio: McGraw Hill,2012.

Rules of Thumb is a standard text used in colleges throughout the nation. It provides information about grammar, research, and citation. 2012 is the last updated version of this text.

ISBN: 978-0073405964

Reading Level of Text, Grade: 11th grade Verified by: Dana Young

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: B

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: A

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000598002

Sports/Physical Education Course: N

Taxonomy of Program: 150100