

Course Outline

COURSE: ENGL 411 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **Inactive Course**

SHORT TITLE: READING AND WRITING WORKSHOP

LONG TITLE: Reading and Writing Workshop

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
4	18	Lecture:	3	Lecture:	54
		Lab:	3	Lab:	54
		Other:	0	Other:	0
		Total:	6	Total:	108

COURSE DESCRIPTION:

English 411 builds fundamental skills in reading and writing through a hands-on workshop approach. Students apply skill-building techniques to authentic reading and writing tasks, such as reading books and writing essays. The emphasis of the course is on process and awareness of effective literacy strategies. Students will leave the course with more confidence in themselves as readers and writers and with gained skills and tools to apply to their future coursework. This course is designed for students who need or desire to approach college-level reading and writing as a slower pace. Units earned in this course do not count toward the associate degree and/or certain certificate requirements. This is a pass/no pass course.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity
- 047 - Laboratory - LEH 0.7

STUDENT LEARNING OUTCOMES:

1. Students will utilize a variety of tools for reading comprehension, including graphic organizers, such as KWL+ charts.

Measure: class discussion and written demonstration

PLO:

2. Students will utilize a variety of tools for the writing process, including graphic organizers, free-writing, and other brainstorming and organizing techniques.

Measure: class discussion and written demonstration

PLO:

3. Students will practice and demonstrate the ability to write short essays, including improved development of ideas, sentence formation, paragraph formation, grammar and punctuation.

Measure: written demonstration

PLO:

4. Students will practice and demonstrate the ability to decipher themes and main ideas from texts.

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

5. Students will apply contextual clues and utilize the dictionary to learn new vocabulary.

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

6. Students will apply basic internet skills to enhance reading comprehension and written essay development, and to engage in online class forum discussions.

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

7. Students will practice, recognize, and apply successful college and life-long learning habits, such as effective study skills, self-efficacy, focus and mindfulness, learning styles, and goal-setting.

Measure: quizzes, written exam, class discussion, written demonstration

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

Inactive Course: 04/10/2017

15 Hours

Content: Introduction of course and general college information; participate in ice breakers and community building activities; introduce reading and writing process; utilize graphic organizers for reading and writing assignments; work in small groups with reading and writing assignments and graphic organizers; practice and learn vocabulary in context and dictionary skills.

Student Performance Objectives (SPO): To gain an understanding of the course procedures and objectives, to gain a sense of belonging and identity in the academy, to gain communication and interaction skills, to learn new vocabulary, to practice and gain skills for college-level reading and writing, to gain better understanding of the reading and writing process.

Out-of-Class Assignments: Read various essays and answer questions, annotate, and/or provide written responses.

20 Hours

Content: Learn and practice deciphering themes and main ideas; engage in full-length book reading, utilize graphic organizers for reading assignments; work in small groups with reading assignments; learn and practice inference; practice questioning techniques; practice and learn vocabulary-building techniques; continued discussion of reading process; learn about learning styles.

Student Performance Objectives (SPO): To decipher and explain main ideas and supporting points, to practice utilizing tools for reading comprehension, to learn new vocabulary, to gain communication and interaction skills, to gain better understanding of the reading process and themselves as learners.

Out-of-Class Assignments: Read various essays and full-length book text and answer questions, annotate, or provide written responses; study vocabulary.

20 Hours

Content: Learn and practice brainstorming and writing process techniques for written assignments, such as essays and short responses; explore internet for information and to help develop ideas; learn and practice correct sentence formation, paragraph formation, and correct grammar and punctuation; work in small groups for idea-building and peer-response to written work; learn and practice revision and editing techniques; prepare essays.

Student Performance Objectives (SPO): To understand and practice a writing process, to write clearly and effectively, to practice and learn college essay structure, to gain communication and interaction skills.

Out-of-Class Assignments: Engage in various writing process techniques and write essays.

7 Hours

Content: Learn and practice basic internet skills; engage in online class forum discussions; introduction to library resources; demonstrate and practice embedding quotes and paraphrasing research in support of developing ideas; gather and read sources online

Student Performance Objectives (SPO): To understand and be able to successfully navigate online sources; to practice finding and utilizing source material important to students' reading and writing assignments; to practice and utilize writing skills important to online discussion, such as awareness of tone and audience.

Out-of-Class Assignments: Online forum discussions and online activities not completed during computer lab class time.

8 Hours

Content: Learn, identify, and practice study skills; understand and form identities as college students; learn and practice techniques for sustained focus, attention, and awareness in academics; create clear goals for learning and life; and learn and practice skills for self-efficacy.

Student Performance Objectives (SPO): To gain an understanding of themselves as learners; to identify as readers, writers, thinkers, and students; to develop skills to help move forward with goals in life; to develop a sense of belonging and purpose in school.

Out-of-Class Assignments: Engage in reflective journal writing assignments and goal setting activities.

METHODS OF INSTRUCTION:

Lecture, class discussion, group work, collaboration, computer-assisted instruction, individualized study.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 40 % to 60 %

Written Homework

Reading Reports

Lab Reports

Essay Exams

Term or Other Papers

CATEGORY 2 - The problem-solving assignments required:

Percent range of total grade: 20 % to 40 %

Homework Problems

Lab Reports

Quizzes

Exams

CATEGORY 3 - The types of skill demonstrations required:

Percent range of total grade: 10 % to 20 %

Class Performance/s

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 0 % to 10 %

Multiple Choice

True/False

Matching Items

Completion

REPRESENTATIVE TEXTBOOKS:

Recommended:

Rothman, David, Read to Succeed, Longman/Pearson, 2010, or other appropriate college level text.

ISBN: 0-205-73119-8

Reading level of text, Grade: varies, 9th-12th Verified by: Jessica Hooper

Other textbooks or materials to be purchased by the student: Full-length reading book, fiction or non-fiction, such as Tuesdays with Morrie by Mitch Albom

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: B

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 4

Minimum Hours: 4

Course Control Number: CCC000533461

Sports/Physical Education Course: N

Taxonomy of Program: 150100