

Cerro Coso College

Course Outline of Record Report

05/01/2018

ENGL C070S : Student Success Section

General Information

Author(s):	• Vivian Baker
Subject (CB01):	ENGL
Number (CB01):	C070S
Course Title (CB02):	Student Success Section
Department:	English
Proposal Start:	Fall 2018
TOP Code (CB03):	(1501.00) English
SAM Priority Code (CB09):	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00):	-
Curriculum Committee Approval Date:	11/03/2017
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	This course supports success in a concurrent English C070 course and prepares students to take university-level classes. In ENGL C070S, students are provided with intensive practice and one-on-one instruction in academic and critical reading, learn to articulate arguments to compose expository and argumentative essays for a variety of rhetorical situations, incorporate outside sources into their writing using proper documentation techniques, and revise for coherence, unity, and development. This course is non-degree applicable.
Submission Rationale:	New Course This course is required for all students who place into a basic skills class with a concurrent enrollment in English 70. Section 78218 of AB705 states that "a community college district or college shall not require students to enroll in remedial English . . .coursework that lengthens their time to complete a degree unless placement research indicates . . .those students are highly unlikely to succeed in transfer-level coursework in English." The law further states that "a community college district or college may require students to enroll in additional concurrent support." To comply with this law, and to help students successful complete in a reasonable length of time, Cerro Coso English department has eliminated all basic skills classes below English 70. Students who do not meet English 70 placement standards through the placement test and multiple measures will be required to take the English 70S co-requisite concurrently with English 70.

Faculty Requirements

Master Discipline Preferred:

- English

Alternate Master Discipline Preferred: No value

Bachelors or Associates Discipline Preferred: No value

Additional Bachelors or Associates Discipline: No value

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Non-Repeatable Credit

Grade Options

- Pass/No Pass

Course Prior to College Level (CB21)

No value

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Transferability & Gen. Ed. Options

Request for Transferability (CB05)

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07)	2	Total Course In-Class (Contact) Hours	36	Total Student Learning Hours	108
Maximum Credit Units (CB06)	2	Total Course Out-of-Class Hours	72	Faculty Load	-

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Not Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

No value

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

Course Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Lab Hours	-	-
Activity Hours	-	-

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	36
Lab	-
Activity	-
Total	36

Course Out-Of-Class Hours	
Lecture	72
Lab	-
Activity	-
Total	72

Time Commitment Notes for Students

No value

Faculty Load

Extra Duty: -

Faculty Load: -

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No value	No value	No value	No value
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Requisites

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

In English 70S, students are expected to find, evaluate, organize, and effectively integrate college-level source material, as well as employ MLA formatting and documentation, all skills taught in LIBR C100: Introduction to Library Research and Bibliography.

AND

Co-Requisite

ENGLC070 - Introductory Composition

This course is required for all students who place into a basic skills class with a concurrent enrollment in English 70.

Entrance Skills

Skill	Content Review
No value	No value

Limitations on Enrollment

Limitation	Provide Rationale
No value	No value

Specifications

Methods of Instruction	Methods of Instruction Rationale
Discussion	No value
Group Work	No value
In-class writing	No value
Laboratory	Writing Lab
Library	No value
Peer analysis, critique & feedback	No value

Project-based learning	No value
Project-based learning	Group project(s)
Written work	No value

Assignments

A. Studying and responding the readings. Readings for this class may include but are not limited to essays, short-stories, novel or other full-length work assigned in concurrent English 70, and additional reading to supplement English 70 readings

SAMPLE PRACTICE: After reading Richard Rodriguez's "Aria: Memoir of a Bilingual Child" answer the following questions: 1.) Who do you think the intended audience is for his essay? What was Rodriguez's purpose for writing? Cite passages to support your viewpoint. 2.) Rodriguez does not state his thesis at the beginning of the essay. Where does he put his thesis and what is his thesis? Why would he place it here? Is it effective? Explain. 3.) Why does Rodriguez emphasize the sound of language? Is this an appeal to logos, pathos, or both? Explain. 4.) How would you describe Rodriguez's attitude toward his parents? Does it change from one point to another? Identify specific passages. 5.) Where in the essay does Rodriguez present his most straightforward argument? Is it effective? Would it have been more effective if it had been placed nearer the beginning? 5.) What are the major counterarguments that Rodriguez addresses? (He does not address them all at once; identify specific passages.)

B. Planning, drafting, and revising essays,

SAMPLE WRITING PROCESS: 1). Study the "Essay 3: Synthesis Essay" assignment, and draft your essay using the suggested brainstorming and drafting suggestions provided in class. 2). Bring your rough draft to class for a peer-workshop. 3). At the workshop read critically the drafts of your peers assigned to you as well as your own essay, answering the workshop prompts as you read. 4). Once workshop concludes, use the peer comments that you find helpful to revise and edit your essay for development, unity, coherency, grammar, and usage. 5). Submit the final draft of your essay according to instructions.

C. Completing exercises on MLA documentation

SAMPLE MLA EXERCISE: After reading/review Part 1 of the *MLA Handbook* and perusing style.mla.org complete the Practice Template for the three readings in this unit: Richard Rodriguez's "Aria: Memoir of a Bilingual Child," Gloria Anzaldua's "How to Tame A Wild Tongue," and Sherman Alexis's "The Joy of Reading and Writing: Superman and Me." Then use this template to complete your works cited page. Bring 2 copies of the works cited page to the next class meeting.

Methods of Evaluation

Methods of Evaluation Rationale

Tests	Quizzes testing the student's comprehension of an ability to apply in-text citations and works cited information correctly. SAMPLE QUIZ: A quiz on in-text citations asking students apply correct punctuation around quotes and correct citations at the end of the quote, ask students to identify proper signal phrases to quotations.
Other	Several 750-1000 word text-based essay drafts demonstrating the student's ability to work in different modes, apply features of documentation system, analyze college-level reading, revise using peer- and instructor comments, self-correct for major and minor grammatical errors, and avoid choppy prose style by applying appropriate sentence-combining techniques.
Participation	In-class short writing assignments related to assigned reading that test the student's understanding of an assigned reading as their ability to write effectively under timed constraints

SAMPLE ASSIGNMENT: Opening (low-stakes writing assignment): Anzaldua is arguing against any type of "borderland" that is based on race, gender, class, and culture. She offers a spirited argument that offers rich possibilities for response and counterargument. In 30-minutes plan, draft, and edit an essay in which you critique Anzaldua's argument, making sure to explain, assess, and respond to the central ideas of the text.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
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Bauman, M.G.	Ideas and Details, A Guide to College Writing, 8th ed.,	Cengage	2013	
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McWhorter, K	Reflections, 1	Bedford/St. Martin's	2016	
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Kirszner, L. G., S. R. Mandell.	The Pocket Wadsworth Handbook, 5th	Cengage	2014	
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Other Instructional Materials

Description	Author	Citation
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Those assigned in the concurrent English 70 course such as the ones listed.		
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Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Apply strategies for developing vocabulary.	Expected SLO Performance: 70.0
Use appropriate pre- and post-reading strategies to analyze patterns of organization within a variety of texts.	Expected SLO Performance: 70.0
Construct coherent, unified, and well-developed arguments in 1000-word essays	Expected SLO Performance: 70.0
Compose early drafts of writing, applying strategies for revision.	Expected SLO Performance: 70.0
Identify and correct major and minor grammatical errors, as well as mechanics deviations.	Expected SLO Performance: 70.0
Use appropriate documentation, employing Modern Language Association (MLA) for style, formatting, and documentation.	Expected SLO Performance: 70.0

Outline

Course Outline

- A. Vocabulary Development
 - a. Develop vocabulary in context of reading through contextual clues and make comparison with known vocabulary;
 - b. Morphemic analysis (especially roots and prefixes) to help define it;
 - c. Use a dictionary.

- B. Strategies for Reading
 - a. Pre-Reading Strategies, including
 - i. Previewing the genre and purpose of a text, its situation in a larger context, the likely biases and goals of its authors, and its potential difficulty;
 - ii. Reflecting on relevant background knowledge and experiences;
 - iii. Establishing a purposeful approach to the reading by generating appropriate questions, key terms, lists, etc.
 - b. Active Reading Strategies
 - i. Establish habits of active engagement: annotating, note-taking, consulting reference words, questioning;
 - ii. Reflecting on and monitoring reading strategies, including strategies for working with difficult passages, for identifying and correcting reading miscues, and for recognizing and marking points of poor or uncertain comprehension for later questioning;
 - iii. Identifying rhetorical strategies of a text, including the general notion of a text as form of action (not just “meaning” but “doing”), the cues and structure of coherence (headings, spacing, transitions, and signposts, pronouns, repetition of key words, parallel structures, conjunctions), the overall logic or pattern of organization, and the strategic function of subsections (to situate, propose, raise objections, defend, qualify, concede, exemplify, anticipate, backtrack, review, conciliate).
 - iv. Distinguish main ideas from support, claims from data, and the positions a text is advancing from those to which it is responding;
 - v. Multiple exposure (extensive reading)
 - vi. Situating the text in relation to personal experience, general knowledge, and other sources;
 - vii. Reflecting on and talking back to the text: conceding, acknowledging, doubting, challenging, puzzling over, registering discomfort, affirming, inferring, exploring implications, weighing evidence.
 - c. Post-Reading Strategies, including
 - i. Summarizing, drawing inferences, responding;
 - ii. Following through on questions, concerns, and ideas that arose during active reading, through consultation, discussion, rereading, and writing;
 - iii. Evaluate reading for validity, credibility, and relevance to the student’s larger paper/project;
 - iv. Put the text into conversations with experience and other sources/works, in the context of some overarching question, problem, theme, or investigation: to concede, challenge, compare, investigate, relate, compare, test, qualify, disqualify, apply, ally, synthesize;

- C. Writing
 - a. Process
 - i. Invention: defining rhetorical situation, considering topic, audience, purpose
 - ii. Prewriting and idea generation: freewriting, brainstorming, mapping, clustering, and/or who, what, where, when, how questions; narrowing and organizing use of texts, note-taking, formal or informal outlining, listing.
 - iii. Drafting: recursiveness of drafting and revising
 - iv. Revision: global revision of development, organization, and rhetorical effectiveness; peer review workshops
 - v. Editing: reading aloud, manipulating sentences for stylistic and rhetorical effectiveness
 - vi. Proofreading
 - b. Rhetorical strategies
 - i. Purpose and audience
 - ii. Argument formulation
 - iii. Logical organization
 - iv. Standard paper format
 - c. Self-awareness of writing process: reflecting on the personal effectiveness of various strategies and monitoring use of writing stages and one’s own progress so as to apply the steps flexibly and recursively;
 - d. “Just-in-Time” remediation for grammar and mechanics, as needed, in context of assignments
 - i. Peer editing

- ii. Collaborative writing and editing exercises
 - iii. Group Presentation
 - iv. One-on-one Consultation and revising sessions
- D. Working with MLA format and Sources
- a. Use proper MLA format for papers
 - b. Scan and evaluate sources
 - c. Develop a tentative thesis and outline
 - d. Take notes using summary and direct quotation
 - e. Correctly integrate sources (summarize or through direct quotation)
 - f. Avoid plagiarism
 - g. Revise the thesis sentence and outline or draft of paper
 - h. Work with the librarian on MLA formatting and in-text citations
- E. Writing Lab / Computer Lab
- a. Use the writing and/or computer lab to format papers
 - b. Use writing and/or computer lab to write drafts
 - c. Use writing lab to work on in-text citations and works cited page