Cerro Coso College
Course Outline of Record Report
10/08/2021

ENGL C070S : Student Success Section

General Information

Author:	• Vivian Baker
Course Code (CB01) :	ENGL C070S
Course Title (CB02) :	Student Success Section
Department:	English
Proposal Start:	Fall 2018
TOP Code (CB03) :	(1501.00) English
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
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 Type:	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.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• English
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills 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 Support Course Status (CB26)

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

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07)	2
Maximum Credit Units (CB06)	2
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	108
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Not Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Funding Agency Category (CB23)

No value

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	2	4
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	0
Activity	0
Total	36
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
Activity	0
Total	72

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

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

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Discussion
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	In-class writing

Rationale	No value

Methods of Instruction	Peer analysis, critique & feedback
Rationale	No value

Methods of Instruction	Library
Rationale	No value

Methods of Instruction	Laboratory
Rationale	Writing Lab

Methods of Instruction	Project-based learning
Rationale	No value

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	Project-based learning
Rationale	Group project(s)

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 braining storming 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	Rationale
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.
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.
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
Bauman, M.G.	Ideas and Details, A Guide to College Writing, 8th ed.,	Cengage	2013	
McWhorter, K	Reflections, 1	Bedford/St. Martin's	2016	
Kirszner, L. G., S. R. Mandell.	The Pocket Wadsworth Handbook, 5th	Cengage	2014	

Other Instructional Materials

Description	Those assigned in the concurrent English 70 course such as the ones listed.
Author	No value

Citation	No value

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

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

face to face
onilne (purely onilne no face-to-face contact)
Hybrid (online with some required face-to-face meetings)
iTV

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are

and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All paper assignments in ENGL C070A are identical to those in an onsite class, except that they are uploaded either to Turnitin.com or to a learning management system such as Canvas. Weekly class discussions are conducted by means of online discussion forums within the learning management system. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

Discussion fourms
LMS Message
chat
email

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

iTV
LMS
Publisher course with Moodle interface

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value