

ENGLC101S : Academic Support for Freshman Composition

General Information

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Course Code (CB01) :	ENGLC101S
Course Title (CB02) :	Academic Support for Freshman Composition
Department:	English
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1501.00) English
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000603989
Curriculum Committee Approval Date:	10/19/2018
Board of Trustees Approval Date:	12/13/2018
External Review Approval Date:	12/13/2018
Course Description:	Limited to students concurrently enrolled in the co-requisite ENGL C101 class, ENGL C101S provides students with additional support for college-level composition. This course offers additional instruction and practice in reading strategies, writing process, sentence craft, metacognitive reflection, and college success skills. A passing grade in this class is dependent upon successful completion of the ENGL C101 co-requisite. (Units for this course are non-degree applicable.)
Submission Type:	This course provides remediation for those in English C101, providing necessary concurrent support to maximize the probability that students will pass transfer-level English in their first year. No value
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• English
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">• Journalism• Linguistics• Speech Communication
Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none">• English
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is 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

No value

Grade Options

- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

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.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
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

Co-Requisite

ENGLC101 - Freshman Composition

Outcomes

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Evaluate the style of one's own writing and the writing of others and self-correct for greater clarity and directness.
- Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, interpret, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

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

Other

Rationale

This class is taught in conjunction with the co-requisite ENGL C101; therefore, many of the reading and writing assignments will originate in ENGL C101. This class will meld seamlessly with the co-requisite ENGL C101 to provide additional time and support to students completing ENGL C101 requirements.

Methods of Instruction

Group Work

Rationale

Group work will serve to reinforce reading and writing strategies learned in the co-requisite ENGL C101. For example, students may work in reading groups to digest difficult texts and practice close reading strategies; work collaboratively on pre-writing; or work collaboratively on presentations and other activities to hone reading and writing skills.

Methods of Instruction

In-class writing

Rationale

Students will be granted additional time and guidance to generate materials for ENGL C101 assignments. For example, students may engage in pre-writing activities; compose outlines; edit and revise drafts of ENGL C101 essays; or answer text-based questions to enhance understanding of course readings.

Methods of Instruction

Lecture

Rationale

Mini-lectures or presentations on course content will provide additional skill building to support success in ENGL C101. For example, instructors may present lectures on common grammatical errors like run-on sentences and then allow time for student guided practice or help students edit their own writing to correct for run-ons. Instructors may also provide additional guided practice in the stages of the writing process; demonstrate close reading strategies by using "think aloud" methods of instruction; and/or guide students through the revision process.

Methods of Instruction

Library

Rationale

Additional guidance in research methods and source evaluation will provide support for research requirements in ENGL C101. For example, instructors may ask librarians to conduct library orientation sessions or guided research sessions to teach students good source finding and evaluation skills.

Methods of Instruction

Peer analysis, critique & feedback

Rationale

Students will be provided with additional guidance in the peer review process to increase effectiveness and comprehension. Students will also receive additional guidance in self-review techniques to improve editing and proof reading skills.

Methods of Instruction

Peer-to-peer instruction

Rationale

Student presentations, demonstrations, and lectures will demonstrate understanding of concepts relevant to college-level reading and writing, as well as writing and reading strategies. For example, students may become "experts" on course readings, grammar problems, or aspects of the writing process and present their knowledge through round table discussions or poster and/or Power Point presentations.

Methods of Instruction

Discussion

Rationale

Active class discussions, both group and whole class, will serve to reinforce comprehension of readings in the co-requisite ENGL C101 course. These will include low-stakes, low-pressure discussion strategies to boost participation and student confidence. For example, students may participate in Socratic seminars, guided class discussions, and/or focused small-group discussions.

Methods of Instruction	Other
Rationale	Instructor modeling of active reading techniques, brainstorming, paragraph construction, or other foundational skills.
Methods of Instruction	Other
Rationale	One-on-one student-teacher conferences will be used to provide guided practice in reading and writing foundational skills. These will also provide opportunities for discussion of student awareness of course progress in meeting goals and learning outcomes.
Assignments	
Outside of Class Reading Assignments	
Reading assignments will, for the most part, originate in the co-requisite ENGL C101. However, additional readings could be included to provide additional support for foundational skill building. These could include excerpts from writing guides such as	
<ol style="list-style-type: none"> 1. Graff, Gerald, Cathy Birkenstein, and Russel Durst. <i>"They Say/I Say": The Moves that Matter in Academic Writing with Readings</i>. 3rd, Norton, 2016. 978-0393617436 2. McDonald, Stephen, and William Salomone. <i>The Writer's Response</i>. 6th, Wadsworth, 2016. 978-1305100251 3. Aaron, Jane E., and Ellen Kuhl Repetto. <i>The Compact Reader: Short Essays by Method and Theme</i>. 10th, Bedford/St. Martin's, 2017. 978-1319126780 	
Outside of Class Writing Assignments	
Writing assignments will mostly originate in the co-requisite ENGL C101, but the assignments in ENGL C101S could include metacognitive reflections and self-reviews, responses to reading selections, summaries, paraphrases, quote sandwich practice, and/or quizzes on texts assigned in the co-requisite ENGL C101.	
Other Outside of Class Assignments	
Since the goal of ENGL C101S is to provide additional support for student success in the co-requisite ENGL C101 course, part of the instruction will include discussions of how to succeed in college coursework. This could include instructing students about additional support offered on campus or methods to develop the habits of successful college students. It could also include activities such as visiting the LRC or attending LRC workshops and/or tutoring and providing confirmation of the work conducted in the LRC session; attending instructor office hours; or composing a detailed schedule to account for work, school, and other responsibilities.	
Methods of Evaluation	Rationale
Other	A passing grade in ENGL C101S is dependent upon successful completion of the ENGL C101 co-requisite.
Other	<p>Participation in writing process activities related to assignments in ENGL C101.</p> <p>Students may be required to complete and share pre-writing for major essays; turn in early and/or frequent drafts of major essays for ENGL C101; and/or edit essays for grammatical, organizational, or other errors.</p> <ul style="list-style-type: none"> • For example, complete an outline, including all textual evidence, to aid in the organization of an essay on the impacts of American style consumer capitalism. • For example, students will submit two rough drafts of their essay on the impacts of American style consumer capitalism for peer review. • For example, construct a single-paragraph summary of an academic essay on a literary work. • For example, students will compose single- and multiple-paragraph summaries of Carole L. Hamilton's, "An Overview of the <i>Medea</i>."
Other	<p>Evidence of focused practice of reading strategies, writing strategies, or sentence craft.</p> <ul style="list-style-type: none"> • For example, students will engage in focused reading in small groups in which they "think aloud" their process of text annotation and highlight/make notes in the margins as they read an excerpt from Benjamin Barber's <i>Consumed</i>. • For example, students will revise a body paragraph in their essay on consumer capitalism to enhance sentence variety. • For example, students will practice using "quote sandwiches" with text based questions on Benjamin Barber's <i>Consumed</i>.

- For example, students will engage in focused reading in small groups in which they "think aloud" their process of text annotation and highlight/make notes in the margins as they read Shirley A. Barlow's "Stereotype and Reversal in Euripides' *Medea*."

Other
Composition of summaries, paraphrases, reading responses, and source evaluations/assessments.

- For example, students will complete an Annotated Bibliography for each source used in their final research essay on solutions to the problems caused by consumerism.
- For example, students will complete an Annotated Bibliography for each source used in their final research essay on the use of irony in literary texts such as Greek tragedy, Hawthorne, and Wharton.
- For example, students will maintain a journal of daily freewrites about each new reading assignment.

Other
Individual or collaborative presentations on readings, themes, practices, skills, and on-going projects.

- For example, student groups will be assigned a two-page section of Chapter 2 of Benjamin Barber's *Consumed* for close reading with their reading groups. They will present four main points and three important quotes from the chapter to their classmates.
- For example, students will present their thesis statements for an essay on solutions to the problem of consumerism.
- For example, student groups will be assigned Erich Fromm's "The Nature of Symbolic Language" for close reading with their reading groups. They will present four main points and three important quotes from the reading to their classmates.

Other
Reflective writing and other methods of self-evaluation.

- For example, students will compose a reflective essay in which they review instructor feedback given on the first draft of their final research essay. In their reflection, students should make a plan of action for revision by identifying areas of strength and weakness within the essay and contemplating methods to revise problem sections for greater effectiveness.

Other
Quizzes or other exams.

- For example, students will complete an editing test that asks them to identify fragment and run-on sentences in a reading passage and rewrite the passage correctly.
- For example, students will be given a brief reading passage and will be required to distinguish main points from details or support.

Participation
Assessment of participation in group or whole-class discussion and other support course related activities.

- For example, students will be required to verbally participate in class discussions once per week in order to receive a passing participation score in ENGL C101S.
- For example, students will be assigned group roles to complete a run-on sentence Power Point presentation. They will be evaluated on their completion of their designated task using a rubric.

Distance Education Description: how outcomes are evaluated
The outcomes for this course, both in on-ground and DE sections, will be evaluated and assessed using papers scored by means of departmental rubrics.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Graff, Gerald, Cathy Birkenstein, and Russel Durst	"They Say/I Say": The Moves that Matter in Academic Writing with Readings (4th ed.)	Norton	2018	9780393631685

McDonald, Stephen, and William Salomone	The Writer's Response (6th ed.)	Wadsworth	2016	9781305100251
Aaron, Jane E., and Ellen Kuhl Repetto	The Compact Reader: Short Essays by Method and Theme	Bedford/St. Martin's	2010	9781319126780
Axelrod, R. B., & Cooper, C.R.	The St. Martin's Guide to Writing	Bedford/St. Martin's	2016	978-1319087715
Jacobs, L.	A World of Ideas: Essential Readings for College Writers	Bedford/St. Martin's	2016	978-1319047405
Spatt, B.	Writing from Sources	Bedford/St. Martin's	2016	978-1319085766
Behrens, L., Rosen, L., Beedles, B.	A Sequence for Academic Writing	Longman	2017	978-0134398501
Berens, L., Rosen, L.	Writing and Reading Across the Curriculum	Longman	2016	978-0134586328
Other Instructional Materials				
No Value				
Materials Fee				
None.				

Learning Outcomes and Objectives

Course Objectives

1. Apply to a variety of text-types various pre- and post- reading strategies and other deliberate comprehension and note-taking strategies during reading.
2. Develop and explain legitimate inferences from specific texts and specific data.
3. Generate ideas for writing.

4. Compose early drafts of writing.

5. Demonstrate awareness of the writing process by determining and applying appropriate rhetorical strategies for organizing and developing different writing assignments.

6. Demonstrate the ability to critically analyze and reflect on their own writing and the writing of others.

7. Apply proofreading strategies for clarity, coherence, and concision.

8. Revise and edit compositions to improve development, structure, unity, coherence, grammar, punctuation, and spelling.

9. Demonstrate increased college-level vocabulary.

CSLOs

1. Employ critical reading strategies for active reading of a variety of text types.

Expected SLO Performance: 70.0

2. Identify, evaluate, analyze, interpret, and synthesize primary and secondary sources.

Expected SLO Performance: 70.0

3. Apply scaffolded principles of the writing process (planning, drafting, instructional feedback, revision, and editing) to strengthen English C101 compositions.

Expected SLO Performance: 70.0

4. Apply revision strategies based on instructor feedback.

Expected SLO Performance: 70.0

Outline

Course Outline

1. Employ critical reading strategies for active reading of a variety of text types

a. Prereading strategies

1. Preview 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;
2. Reflect on relevant background knowledge and experience;
3. Establish a purposeful approach to the reading by generating appropriate questions, key terms, lists, etc.

b. Active and post-reading reading strategies

1. Establish habits of active engagement such as annotation, note-taking, consulting reference works, and questioning;
2. Monitor reading strategies, including strategies for working with difficult passages and for recognizing and marking points of poor or uncertain comprehension for later questioning;
3. Identify rhetorical strategies of a text, including appeals to logos, ethos, pathos, cues of structure and coherence (headings, spacing, transitions, and signposts), the overall pattern of organization, and the strategic function of subsections;
4. Distinguish main ideas from support, claims from data, and the positions a text is advancing from those to which it is responding;
5. Situate the text in relation to personal experience, general knowledge, and other sources;
6. Write back to a text about the content and reading process (i.e. conceding, acknowledging, doubting, challenging, puzzling over, registering discomfort, affirming, inferring, exploring implications, and/or weighing evidence);
7. Increase confidence and stamina in reading

2. Identify, evaluate, analyze, interpret and synthesize primary and secondary sources

a. Read a variety of text types

1. Summarize and paraphrase;
2. Draw inferences and understand implications;
3. Respond to texts;
4. Interpret texts

b. Evaluate texts

1. Question the validity, credibility, and logic of a written argument;
2. Evaluate text's relevance to the students' larger projects in ENGL C101;
3. Synthesize information and ideas with other course readings;
4. Understand and evaluate academic sources

c. Apply textual material to a larger project

1. Identify key quotations and create "quote sandwiches" in response to writing prompts and assignments;
2. Summarize and paraphrase texts in response to writing prompts and assignments;
3. Put texts into conversation with experience and/or other sources and understand them in the context of some overarching question, problem, theme, or investigation;
4. Synthesize multiple sources

d. Research secondary sources of academic merit

1. Identify key terms;
2. Evaluate academic merit of sources;
3. Utilize library resources

3. Apply scaffolded principles of the writing process (planning, drafting, instructional feedback, revision and editing) to strengthen C101 compositions

a. Process

1. Review and discuss texts in order to write about them;
2. Prewrite and generate ideas for assignments in ENGL C101;
3. Plan and organize compositions in conjunction with the ENGL C101 prompt for that assignment;
4. Select sources from texts and integrate them into writing;
5. Apply MLA conventions for correctly documenting sources and citing parenthetically;
6. Anticipate audience objections and needs in writing compositions;
7. Use peer- and self-reviews to improve writing;
8. Revise compositions for form and content;
9. Proofread, edit, and polish compositions for ENGL C101;

b. Rhetorical strategies

1. Understand and implement academic tone;
2. Formulate coherent and cohesive arguments;
3. Develop logical organizational patterns for compositions;
4. Understand the purpose of composition and its likely effect on an audience

c. Editing and Proofreading

1. Review grammatical issues identified in student writing;
2. Edit compositions, collaboratively and individually

4. Review instructional feedback, develop and apply strategies for revision

a. Review Instructional Feedback

1. Learn to use one-on-one instructor consultations and revising sessions to improve compositions in ENGL C101;
2. Reflect on written and oral instructor feedback to identify areas of strength and weakness;
3. Seek out additional instructional feedback by attending LRC workshops, seeking out writing tutors, and/or attending office hours

b. Apply strategies for revision

1. Use instructional feedback to develop revision strategies;
2. Read essays out loud to correct for confusing or grammatically incorrect sentences;
3. Apply strategies for identifying common grammatical mistakes and methods of correction;
4. Develop strategies for evaluating effectiveness of evidence use and revising for greater effect

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 2 Face
Online
Hybrid
Interactive tv

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 assignments in distance education courses (online, hybrid and iTV) of ENGL C101S are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using papers and discussion assignments, scored with departmental rubrics.

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)

Student-Instructor contact will include discussion forums, learning management system message, announcements, and feedback in response to students' work.

Student-Instructor contact MAY include chat/Zoom, newsgroup/discussion board, phone, itv.

Student-Student contact will include discussion forums.

Student-Student contact MAY include chat/Zoom, learning management system message, group work, and peer-reviewed projects.

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?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (<http://support.kccd.edu>) or the Help Desk at 877-382-3508 (tel:877-382-3508). Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

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.

The learning management system is accessible and compatible with support programs such as Kurzweil 3000. Faculty will use an LMS accessibility checker, along with other resources provided by our Distance Education Director, to ensure all learning materials are accessible, including but not limited to documents, pdfs, OERs, external websites, and videos.

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.

Since this is a supplemental class specifically designed to provide remediation of writing and reading deficits, the class size must allow for meaningful one-on-one interaction between the instructor and students. Therefore, the section size should be no greater than 15.

Online offerings will be necessary for those online students who need remediation in online C101 courses. The smaller class size (no greater than 15) is necessary to allow meaningful and effective interaction between the instructor and students.