

**Course Outline**

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

**TERM EFFECTIVE:** Fall 2022      **CURRICULUM APPROVAL DATE:** 10/11/2022

**SHORT TITLE:** English Academy

**LONG TITLE:** English Academy

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
2	18	Lecture:	2	36
		Lab:	0	0
		Other:	0	0
		Total:	2	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. **COREQUISITE:** ENGLISH 1A

**PREREQUISITES:**

**COREQUISITES:**  
 ENGL 1A

**CREDIT STATUS:** S - Support course - Credit

**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
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Utilize a variety of tools to facilitate reading comprehension and analysis.
2. Use reading selections to recognize and reflect upon rhetorical choices and to practice integrating reading into writing tasks.
3. Recognize and practice steps in the writing process to develop thesis-driven essays.
4. Practice research and information literacy strategies.
5. Identify and apply strategies for college success that utilize both the cognitive and affective domains.

## **COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Identify and apply annotation skills to enhance reading and comprehension.
2. Identify and apply preparation strategies to activate prior knowledge and experience before and during the reading of a text.
3. Discuss concepts and information in texts to clarify and extend knowledge.
4. Demonstrate understanding of texts by making inferences when reading.
5. Perform skills of summary, paraphrase, and synthesis.
6. Compare communication and rhetorical strategies across different types of communities and texts.
7. Develop writing by using various strategies for creating a draft, such as brainstorming, outlining, and revising.
8. Identify challenges in reading and writing processes and develop a plan for addressing challenges.

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

Curriculum Approval Date: 10/11/2022

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.

4 Hours Content

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

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4 Hours Content

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

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4 Hours Content

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

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.

4 Hours Content

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

### 3 Hours Content

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

### 2 Hours Content

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

### 3 Hours Content

Introduce revision and proofreading strategies, including peer review.

### 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 grammar..

### 2 Hours

Final Exam

### **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:**

Writing assignments

Evaluation Percent 30

Evaluation Description

Writing process assignments, learning logs, metacognitive journals

Problem-solving assignments

Evaluation Percent 30

Evaluation Description

Action plans for revision, action plans for research, outlining, asking/answering questions based on texts, etc.

Skill demonstrations

Evaluation Percent 20

Evaluation Description

Outlining, infographics, student seminar group presentations, etc.

Other methods of evaluation

Evaluation Percent 20

Evaluation Description

Research assignments, written exams, study skills, working with embedded tutor or librarian, etc.

**REPRESENTATIVE TEXTBOOKS:**

Birkenstein and Graff. *They Say/I Say*. University of Illinois: Chicago: WW Norton, 2021.

ISBN: 978-0-393-53869-4

Reading Level of Text, Grade: 5th Verified by: Dana Young

**RECOMMENDED MATERIALS:**

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

ISBN: 978-0073405964

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

Rationale:

**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