



5055 Santa Teresa Blvd  
Gilroy, CA 95023

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### Course Outline

**COURSE:** ENGL 280                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2021                      **CURRICULUM APPROVAL DATE:** 11/10/2020

**SHORT TITLE:** COMP AND READING ESSENTIALS

**LONG TITLE:** Composition and Reading Essentials

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3.5	18	Lecture:	3	54
		Lab:	1.5	27
		Other:	0	0
		Total:	4.5	81
		Total Learning Hrs:	189	

#### **COURSE DESCRIPTION:**

This course is designed to improve fundamental academic skills in reading, writing, research, and studying necessary for success in transfer-level English courses. Students will work in an inquiry-based environment as a means of learning and practicing a variety of reading strategies; learning and practicing the writing process; adapting writing for different audiences and rhetorical situations; finding, analyzing, and synthesizing information from texts; organizing information into a persuasive and coherent essay; and understanding the elements of style and grammar.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** C - Credit - Degree Non Applicable

**GRADING MODES**

L - Standard Letter Grade

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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed
- 73 - Dist. Ed Internet Delayed LAB
- 737 - Dist. Ed Internet LAB-LEH 0.7

## STUDENT LEARNING OUTCOMES:

1. Recognize and practice steps in the writing process.

Measure of assessment: Metacognitive Journals, Writings, Revision Action Plans, etc.

2. Recognize and practice steps in the reading process.

Measure of assessment: Journals, Writings, Group Activities, Presentations, etc.

3. Read and respond to texts utilizing analytical reading strategies.

Measure of assessment: Essays, Reader Response writing, Creation of graphic organizers, etc.

4. Demonstrate ability to write academic essays in and out of class.

Measure of assessment: Essays, short writings in response to research, etc.

5. Recognize, practice, and apply research and citation techniques.

Measure of assessment: Annotated Works Cited, Research Papers, Short Writings, Parenthetical Citation Handouts and Activities, etc.

6. Students will identify and apply strategies for college success that utilize both the cognitive and affective domains.

Measure of assessment: writings, presentations, group work/projects, etc.

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

Curriculum Approval Date: 11/10/2020

### DE MODIFICATION ONLY

9 Content Hours

Identify students' reading and writing strengths and challenges to foster and support scholarly identities. Introduce and review time management and other successful study habits, such as note taking and small group and whole class participation. Encourage student agency through communication, choice, and reflection.

Student Performance Objectives (SPO): Students will practice, recognize and apply successful learning habits that best fit their needs.

Out-of-Class Assignments: metacognitive journals, written self-assessments, action plans, and/or reflective essays; recursive reading and writing assignments.

9 Hour Content

Introduction to and application of prereading strategies, such as activating schema, previewing, skimming, identifying purpose and genre, chunking, crafting inquiries, utilizing graphic organizers, understanding and utilizing metacognition.

Student Performance Objectives (SPO): Students will practice and apply pre-reading strategies.

Out-of-Class Assignments: metacognitive journals, reader responses, graphic organizers.

#### 9 Hours Content

Introduce and review components of essay structure and organizational strategies. Introduction to and application of prewriting strategies, such as brainstorming and freewriting, understanding purpose and audience, starting to choose topics, main arguments, and organizational and rhetorical strategies.

Student Performance Objectives (SPO): Students will practice and apply prewriting strategies.

Out-of-Class Assignments: metacognitive journals, reading and annotating the prompts, brainstorming for prompts, outlining arguments.

#### 9 Hours Content

Introduction to and application of reading strategies, such as identifying main ideas, supporting points, and rhetorical choices, utilizing reader-response strategies, graphic organizers, vocabulary building, and annotation, encouraging choice, inference, and personal connection to texts.

Student Performance Objectives (SPO): Students will demonstrate ability to read critically and respond to texts.

Out-of-Class Assignments: metacognitive journals, reading and annotating, graphic organizers, identifying contextual clues and looking up key vocabulary terms.

#### 9 Hours Content

Apply rhetorical choices in writing to demonstrate awareness of purpose and audience. Reflect upon writing choices and strategies for developing an effective thesis-driven essay, such as word choice and word order, rhythm, tone, pacing, and organization of ideas. Identify the rhetorical choices in texts and apply them to individual writing. Craft text-based essays, texts can include concepts derived from readings, images, videos, symbols, lyrics, and so forth.

Student Performance Objectives (SPO): Students will demonstrate ability to write for a variety of purposes and audiences.

Out-of-Class Assignments: IRW essay packets containing both reading and writing process work; reflective essays.

#### 9 Hours Content

Introduction to and application of post-reading strategies: summary, inquiry, paraphrase, analysis, synthesis, critique, and evaluation. Reflect on reading(s) to inform and promote critical thinking, engage in academic discourse in class, both verbal and written, make connections to self, text, community, and world.

Student Performance Objectives (SPO): Students will demonstrate ability to comprehend and respond to texts, question and challenge writers' claims and rhetorical approach, expand upon ideas in texts to develop authentic arguments.

Out-of-Class Assignments: metacognitive journals, reader responses, summaries, etc.

#### 7 Hours Content

Introduction to and application of research strategies, such as summarizing, paraphrasing, synthesizing, quoting, and embedding sources. Introduction to and application of MLA citation guidelines and formatting, including parenthetical citation and works cited page.

Student Performance Objectives (SPO): Students will demonstrate ability to integrate sources in their writing with proper citation.

Out-of-Class Assignments: metacognitive journals, text-based essays that utilize summary, paraphrase, and quotes.

#### 4 Hours Content

Introduction to Gavilan Research Database and research strategies, such as finding and evaluating sources, including detecting bias and credibility. Apply critical thinking to select and engage with relevant articles that enhance depth and complexity of their argument(s).

Student Performance Objectives (SPO): Students will practice finding and evaluating sources.

Out-of-Class Assignments: metacognitive research journals and annotated works cited.

## 9 Hours Content

Introduction to and application of global revision strategies, such as responding appropriately to the prompt, formulating an identifiable thesis, using concrete evidence, using an effective organizational strategy, demonstrating audience awareness. Develop and demonstrate the ability to utilize revision strategies through effective audience response, using peer response and/or instructor feedback to inform revision.

Student Performance Objectives (SPO): Students will be able to identify and address global revision concerns in their own writing.

Out-of-Class Assignments: annotated rough drafts included in IRW essay packets; reflective essays.

## 7 Hours Content

Introduction to and application of editing and proofreading strategies, such as combining and refining sentences for clarity and conciseness. Introduction to and application of strategies for identifying and correcting spelling, punctuation, and sentence-level errors. Identify and review correct formatting and citation.

Student Performance Objectives (SPO): Students will be able apply editing and proofreading strategies to their own writing.

Out-of-Class Assignments: annotated rough drafts included in IRW essay packets; reflective essays.

### **METHODS OF INSTRUCTION:**

1) Lecture; 2) Small group and class discussions; 3) In-class instructor-guided modeling, interpretation, and analysis; 4) Reading and writing workshops.

### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 54

Assignment Description:

Out-of-Class Assignments: Examples include metacognitive journals, written self-assessments, action plans, and/or reflective essays; recursive reading and writing assignments, reader responses, graphic organizers. reading and annotating the prompts, brainstorming for prompts, and outlining arguments.

Required Outside Hours: 54

Assignment Description:

Required Outside Hours: 54

Assignment Description: Out-of-Class Assignments: Examples include metacognitive journals, reading and annotating, graphic organizers, identifying contextual clues, looking up key vocabulary terms, IRW essay packets containing both reading and writing process work; reflective essays, reader responses, summaries,, text-based essays that utilize summary, paraphrase, and quotes, annotated works cited, etc.

### **METHODS OF EVALUATION:**

Other methods of evaluation

### **RECOMMENDED:**

Annette Rottenberg. Elements of Argument (12th edition). Bedford/St. Martin, 2018.

ISBN: 978-1319056728

Reading Level of Text, Grade: 15th Verified by: Dana Young

Gerald Graff and Cathy Birkenstein. They Say/I Say. New York, NY: W.W. Norton, 2018.

ISBN: 978-0-393-6317-8

**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: N

Program Status: 1 Program Applicable

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:

Minimum Hours:

Course Control Number: CCC000600108

Sports/Physical Education Course: N

Taxonomy of Program: 150100