GAVILAN COLLEGE

5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: ENGL 414   DIVISION: 10   ALSO LISTED AS:

TERM EFFECTIVE: Summer 2014   CURRICULUM APPROVAL DATE: 03/10/2014

SHORT TITLE: ENGLISH BOOT CAMP

LONG TITLE: English Boot Camp

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
1 TO 3	18	Lecture:	1 TO 3	18 TO 54
		Lab:	0	0
		Other:	0	0
		Total:	1 TO 3	18 TO 54
		Total Learning Hrs:	54 TO 162	

COURSE DESCRIPTION:

This immersion course is designed to improve fundamental academic skills in reading, writing, and studying necessary for success in first-year English courses. The course will introduce or review reading and writing strategies, paragraph organization, and vocabulary development. Opportunities for word processing; document formatting; and review of grammar, mechanics, and punctuation are provided. This is a pass/no pass course, and units earned do not count toward the associate degree or certificates.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES
        P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
        02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Apply reading strategies for comprehending texts.

Measure: essay, annotated bibliography, learning log

PLO: 2, 1, 7, 5, 6

ILO:

GE-LO:

Anticipated Year of Assessment: 2015

2. Write short essays using correct, grammar, and punctuation.

Measure: essays and learning log

PLO: 1, 2, 6, 5, 7

ILO:

GE-LO:

Anticipated Year of Assessment: 2015

3. Apply basic research strategies, including using the library, searching the internet, and evaluating sources.

Measure: learning log and annotated bibliography

PLO: 3, 2, 1, 6

ILO:

GE-LO:

Anticipated Year of Assessment: 2015

4. Apply time management, organization, communication, and study skills to prepare for successful presentations and course completion.

Measure: learning log and presentations

PLO: 6, 2, 1, 3, 4, 5, 7

ILO:

GE-LO:

Anticipated Year of Assessment: 2015

5. Use vocabulary in context: Apply word analysis strategies and understand meanings of words by using contextual clues and dictionaries.

Measure: worksheet, writing samples

PLO:

ILO:

GE-LO:

Anticipated Year of Assessment: 2015

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

Curriculum Approval Date: 03/10/2014

4 Hours

Content: Unit ONE: Assessment of students' reading and writing strengths &

challenges; introduction of learning styles. Introduce and review time management, organization, and successful study habits.

Student Performance Objectives (SPO): Analyze personal learning style.

Out-of-Class Assignments: Homework: Begin learning log. Complete written self-assessment of personal learning styles

6 Hours

Content: Introduction of the writing process: brainstorming, drafting, revising, and proofreading. Students read short essays and review components of essay structure. Introduce or review basic word processing and MLA format for college essays.

Student Performance Objectives (SPO): Students will demonstrate ability to draft and revise a short essay and identify the components of an essay.

Out-of-Class Assignments: Write and revise a short essay. Continue learning log reflecting on personal writing process.

6 Hours

Content: Introduction of the reading process, including activating schema, skimming, identifying a purpose, chunking, annotating, reading critically, and reviewing.

Student Performance Objectives (SPO): Students will demonstrate ability to read and summarize short non-fiction texts.

Out-of-Class Assignments: Read, annotate, and summarize a short essay. Continue learning log reflecting on personal reading process.

2 Hours

Content: Introduce test-taking strategies: reviewing, planning, organizing, and checking your answers. In learning log, list and evaluate testing strengths and challenges.

Student Performance Objectives (SPO): Students will demonstrate ability to plan study strategies and take exams.

Out-of-Class Assignments: Write an outline for an in-class essay exam.

6 Hours

Content: Unit TWO: (All of the above plus the following unit) Introduce textbook reading strategies, such as identifying components, previewing, chunking, and annotating. Introduce Cornell notes and strategies for remembering textbook material.

Student Performance Objectives (SPO): Students will demonstrate ability to utilize parts of the textbook, read critically, and comprehend short sections of textbooks.

Out-of-Class Assignments: Read and annotate sample textbook chapter.

6 Hours

Content: Introduce research strategies: finding, evaluating, and integrating sources in research papers. Introduce library resources and how to use database.

Student Performance Objectives (SPO): Students will demonstrate ability to find and evaluate articles from research databases.

Out-of-Class Assignments: Find and evaluate an article on student success. In learning log, describe most useful research strategies.

6 Hours

Content: Introduce techniques for summarizing, paraphrasing, and quoting articles. Introduce citations and documentation formats, including MLA and APA.

Student Performance Objectives (SPO): Students will demonstrate ability to summarize, quote, and cite academic sources.

Out-of-Class Assignments: Summarize an article and create a works cited page in MLA format.

2 Hours

Content: Unit THREE: (All of the above plus the following) Spelling workshop: introduce rules, dictionary use, and editing strategies.

Student Performance Objectives (SPO): Student will demonstrate ability to apply spelling rules in writing.

Out-of-Class Assignments: Write short essay and edit for correctness.

2 Hours

Content: Punctuation workshop: introduce rules for using commas, periods, and semi-colons; review handbook use and proofreading strategies.

Student Performance Objectives (SPO): Student will demonstrate ability to apply punctuation rules in writing.

Out-of-Class Assignments: Write short essay and edit for correctness.

2 Hours

Content: Sentence-level workshop: introduce strategies for combining and reducing sentences for clarity and conciseness. Review strategies for coordination, subordination, and other types of sentence variation.

Student Performance Objectives (SPO): Student will demonstrate ability to apply sentence-level editing strategies.

Out-of-Class Assignments: Write short essay and edit for correctness.

4 Hours

Content: Punctuation and documentation workshop: introduce rules for using quotation marks, colons, and other marks used for quoting academic works. Review additional elements of citation formats for quoting online sources and citing scholarly works.

Student Performance Objectives (SPO): Student will demonstrate ability to apply quote and cite scholarly articles.

Out-of-Class Assignments: Write short annotated bibliography.

2 Hours

Content: Study skills workshop: Introduce note-taking strategies for academic reading, and lectures. Introduce various outline formats.

Student Performance Objectives (SPO): Student will demonstrate ability to apply outline a brief lecture.

Out-of-Class Assignments: Continue learning log identifying successful note-taking strategies.

6 Hours

Content: Presentation skills workshop: Introduce basic power point and presentation strategies. Introduce methods for synthesizing, analyzing, and evaluating scholarly sources.

Student Performance Objectives (SPO): Student will demonstrate ability to create and deliver presentations on student success strategies.

Out-of-Class Assignments: Create a power point on a student success strategy, incorporating material from learning logs and a scholarly articles

2 Hours

Final

METHODS OF INSTRUCTION:

Lecture, small group activities, multimedia presentations

METHODS OF EVALUATION:

Category 1 - The types of writing assignments required:

Percent range of total grade: 100 % to 100 %

Written Homework

Reading Reports

Category 2 - The problem-solving assignments required:

Percent range of total grade: 0 % to   %

None

Category 3 - The types of skill demonstrations required:

Percent range of total grade: 0   % to   %

None

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 0   % to   %

REPRESENTATIVE TEXTBOOKS:

Required:

Silverman. Rules of Thumb. Columbus, OH: McGraw Hill, 2012. Or other appropriate college level text.
ISBN: 978-0073405964
Reading level of text, Grade: 10 Verified by: Karen Warren

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: B
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours: 3
Minimum Hours: 1
Course Control Number: CCC000554598
Sports/Physical Education Course: N
Taxonomy of Program: 150100