GROSSMONT COLLEGE

Official Course Outline

ENGLISH 099 – ACCELERATED PREPARATION FOR COLLEGE READING, REASONING, AND WRITING

1. Course Number Course Title Semester Units Semester Hours

ENGL 099 Accelerated Preparation 5 5 hours lecture: 80-90 hours

For College Reading, 160-180 outside-of-class

Reasoning, and Writing hours

240-270 total hours

2. Prerequisite

Assessment recommendation for English 098.

Corequisite

None

Recommended Preparation

A “Pass” grade in English 090 and 090R or equivalent.

3. Catalog Description

This course is designed to prepare students for the academic reading, reasoning, and writing expected in transfer and associate-degree courses. Students will engage in the essential practice of academic inquiry—discovering through reading, discussion, and writing, new views, new knowledge, and new truths about relevant and complex issues. In a highly supportive learning environment, students will develop critical reading, reasoning, and writing strategies and skills to help them engage in research and write academic essays by using and acknowledging multiple sources. This course is not open to students with credit in English 098 or 110. (Nondegree credit course)

4. Course Objectives

The student will:

1. use pre-reading, during-reading, and post-reading techniques and strategies to facilitate understanding of college-level texts;
2. differentiate fact from opinion;
3. identify, explain, and apply, orally and in writing, abstract concepts found in texts;
4. summarize texts from different genres and disciplines;
5. integrate summaries, paraphrases, and quotations;
6. analyze and determine requirements in college-level writing prompts;
7. synthesize ideas and information to develop and support claims;
8. formulate a major claim (thesis), organize ideas clearly, and support each point with adequate and varied evidence;
9. tailor writing to address a specific audience and purpose;
10. develop sentences to relate and emphasize ideas;
11. detect and correct major mechanical and grammatical errors;
12. utilize the stages of the writing process—invention, prewriting, writing, evaluation, revising, editing, and reflection—for writing assignments;
13. demonstrate basic ability to understand and apply feedback from peers, teachers, and tutors to improve reading and writing processes and products;
14. employ conventions, such as MLA style, to format papers, cite sources, and avoid plagiarism.

5. Instructional Facilities

Standard lecture classroom.

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6. Special Materials Required of Student

1. Required textbook/s.
2. A collegiate dictionary.
3. Access to a computer and printer (available on campus).

7. Course Content

a. Cognitive, affective, and interpersonal learning domains, including habits of mind (i.e., curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, reflection, and metacognition) helpful to college success.

b. Relevant, interdisciplinary nonfiction texts addressing a broad theme (i.e., social justice, technology, success, etc.).

c. Rhetorical knowledge (i.e., audience, purpose, and context) and strategies and techniques for reading, comprehending, and evaluating a text.

d. Grammar in context of student and professional writing.

e. Synthesis of ideas and information from multiple sources, with emphasis on course readings, but not to preclude outside research, personal observation, and reflection.

f. Evaluation and use of credible sources and data to support general ideas in reasoning and writing.

g. Analysis and evaluation of academic writing prompts.

h. Essay structure and writing processes (e.g., invention, prewriting, writing, evaluation, revising, editing, and reflection), including emphasis on multiple revisions.

i. Forming a controlling idea (major claim, thesis) in writing.

j. Development of an academic and critical voice in writing.

k. Academic conventions, the formal and informal guidelines that define what is considered to be correct and appropriate, or incorrect and inappropriate (including plagiarism), in a piece of writing.

l. Introduction to information literacy and library technology, including databases.

8. Method of Instruction

* + 1. Feedback on pre-reading, during-reading, and post-reading activities and assignments.
    2. Feedback on three major synthesis papers, and all student writing, as well as other written assignments (i.e., educational autobiography, summaries, responses, reviews, etc.).
    3. A liberal revision policy.
    4. Collaborative learning, including, but not limited to, peer review of writing, small group and/or paired activities, and online discussion forums.
    5. Individual and small group conferences to review foundational skills at the moment they are relevant to the higher-order work at hand (aka, Just-In-Time Remediation, the review of mechanical and grammatical errors in the context of student writing).
    6. Lectures and class discussions.
    7. Group projects and presentations (i.e., book clubs, debates, Community Service Learning, etc.).
    8. Student writing conferences.

i. Supplementary learning activities, including, but not limited to, film, TED Talks, guest speakers, self-paced learning modules, and campus events.

9. Methods of Evaluating Student Performance

1. Graded and ungraded written responses to reading.
2. At least 6,000-9,000 words of prose written by each student, a minimum of 4,500 coming from three major synthesis essays and their revisions.
3. Low-stakes collaborative practice of course objectives.
4. Individual and/or group open-book quizzes.
5. Reflections.
6. Writing Portfolio and Final Reflection (e.g., a collection of revised, final essays and short writing assignments from the course and a written reflection on the enclosed academic work and performance).
7. Final exam, an in-class essay.

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10. Outside Class Assignments

a. Reading, reasoning, writing, and research assignments on topics related to a theme (i.e., social justice, technology, success, etc.).

b. Online activities, including, but not limited to, discussion forums using discussion boards, chats, blogs, wikis, social media, self-paced learning modules (i.e., grammar and usage), Library User Computer Instruction (LUCI), web conferencing, virtual writing conferences or peer review, TED Talks, podcasts, needs assessments and learning self evaluations.

c. Individual and group projects based on course content.

11. Texts

a. Required texts. Samples include:

1) Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Ballantine Books, 2008.

2) Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux, 2012.

3) Moore, Wes. *The Other Wes Moore: One Name, Two Fates*. New York: Spiegel & Grau, 2011.

4) Slater, Lauren. *Opening Skinner’s Box: Great Psychological Experiments in the Twentieth Century*. New York: W.W. Norton & Company, 2005.

5) Urrea, Luis Alberto. *The Devil’s Highway.* New York: Back Bay Books, 2014.

b. Optional composition anthologies and handbooks, such as:

1. Bauerlein, Mark. *The Digital Divide: Arguments for and Against Facebook, Google, Texting, and the age of Social Networking*. New York, TarcherPerigee, 2011.
2. Colombo, Gary**,** Robert Cullen**,** and Bonnie Lisle. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 10th edition. New York: Bedford/St. Martin’s, 2016.
3. Graff, Gerald**,** and Cathy Birkenstein. *They Say / I Say*. 3rd edition. New York: W. W. Norton & Company, **5.** 2015**.**
4. Parfitt, Matthew**,** and Dawn Skorczewski. *Pursuing Happiness: A Bedford Spotlight Reader*. New York, Bedford/St. Martin’s, 2016. (Note: this series includes other topics, such as sustainability, food, money, and gender, which are appropriate for this course.)

5) Raimes, Ann**,** and Susan K. Miller-Cochran. *Pocket* *Keys for Writers.* 6th edition. New York: Wadsworth Publishing, 2017.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

a. Strategically read and comprehend college –level texts.

b. Compose a well-developed thesis-driven synthesis paper.

c. Demonstrate an increased belief in one’s capacity to learn.

Date approved by the Governing Board: December 11, 2018