ENGL 97 - Accelerated English Course Outline

Approval Date: 04/11/2019
Effective Date: 08/12/2019

SECTION A

Unique ID Number	CCC000604615
Discipline(s)	English
Division	Language and Developmental Studies
Subject Area	English
Subject Code	ENGL
Course Number	97
Course Title	Accelerated English
TOP Code/SAM Code	1501.00 - English Language and Literature, General / E - Non-Occupational
Rationale for adding this course to the curriculum	Co-requisite support course for transfer-level course to address AB705
Units	0.5 – 2
Cross List	*N/A*
Typical Course Weeks	18

Total Instructional Hours

	Contact Hours
Lecture	0.00 to 0.00
Lab	0.00 to 0.00
Activity	18.00 to 72.00
Work Experience	0.00 to 0.00
Outside of Class Hours	9.00 to 36.00

Total Contact Hours	18 to 72
Total Student Hours	27 to 108
Open Entry/Open Exit	No
Maximum Enrollment	25
Grading Option	P/NP Only

Distance Education Mode of Instruction
On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description English 97 is a directed activity support course designed to build students' skill level and confidence in academic reading and writing. The course emphasizes the relationship of reading, thinking, and writing, providing instruction in critical reading skills and essay development to promote success in a concurrent transfer-level English 120 course.

Schedule Description English 95 is a directed activity support course designed to build students' skill level and confidence in academic reading and writing. The course emphasizes the relationship of reading, thinking, and writing, providing instruction in critical reading skills and essay development to promote success in a concurrent transfer-level English 120 course.

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s)

- ENGL 120 or
- ENGL 120A or
- ENGL 120B or

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Think, read, and write critically.

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Read, comprehend, and analyze college-level texts of varying lengths, styles, and subjects and representing a variety of cultures and perspectives
B. Demonstrate an awareness of the writing process, specifically the ability to plan, draft, revise, and edit
C. Write a clearly conceived and well-formulated essay, reasonably free from errors
D. Demonstrate ability to incorporate summary and quotations, presenting and citing references to outside sources correctly according to MLA in-text citation guidelines
E.

3. Course Content

OUTLINE OF TOPICS: The following topics are included in the framework of the course but are not intended as limits or requisites on content. The relative emphasis and coverage will vary with instructors.

- Recognize and understand the relationship of critical reading, critical thinking, and the writing process
- Apply strategies and behaviors that demonstrate awareness of the nuances of academic culture
- Identify main and supporting ideas and underlying structure
- Draw inferences
- Summarize and paraphrase texts
- Determine organization of college-level texts of varying lengths, genres, styles, and subjects
- Use vocabulary that reflects fluency in academic culture
- Apply reading methods to improve reading comprehension
- Demonstrate ability to read and respond critically to texts
- Synthesize information from different sources to form an opinion
- Participate in classroom discussion and collaborative learning experiences
- Demonstrate a clear thesis as well as the ability to move from general statement to specific support
- Demonstrate a logical progression of thought that is clearly apparent in the essay
- Demonstrate academic English, including the conventions of punctuation, mechanics, and spelling
- Understand and avoid the various forms of plagiarism (intentional and unintentional)
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4. Methods of Instruction:

Activity: -In-class and homework writing assignments -Hands-on practice of writing and response -Group work and peer-review
Discussion:
Individualized Instruction: -Students are directed to Writing Success Centers for individualized support with specific, identified skill needs -Embedded Tutoring
Lab:
Lecture:
Online Adaptation: Activity, Discussion, Group Work, Journal, Lecture

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Quizzes -- -grammar quiz -quiz on proper citation of direct quote
Portfolios -- -a portfolio of drafts leading to a final paper -a portfolio of weekly reading responses
Papers -- -text analysis draft -argumentative draft

Additional assessment information:

Written Exercises
Journal Writing or reading responses
Pre-writing
Outlining
Group Discussion
Peer review and group activities

P/NP Only

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Reading Assignments Students are required to comprehend, analyze, evaluate, and respond to college-level texts and related mediums of information.

?Example: read non-fiction texts for the purpose of identifying main ideas and key supporting details.

Example: read model essays and peer writing to identify strengths and/or weaknesses.

B. Writing Assignments
Writing Assignments Assignments should include written work done in class, participation in peer writing groups and/or tutorials with the professor.

Examples: write reflection journals, reading responses, summaries and essay drafts in support of English 120 writing assignments.

Examples: engage in work at all stages of the writing process: planning, drafting, revising, editing, and reflecting upon one's own work.

C. Other Assignments
Other Assignments Students will be directed to Success Centers for instruction in primary Course Objectives as well as in identified, individual learning needs.?

Example: go to the Writing Success Center and write the diagnostic.

Example: work through the Writing Center Module on Punctuation and Proper Comma use. After reviewing the materials and example, take the assessment quiz to develop skill proficiency. Once complete, work with an Instructional Assistant to review comma use in one of your own written documents.

Example: participate in Writing Success Center module introducing Essay Types and Structure. Review the materials and apply them to a current essay assignment. Follow up with instructional support to reflect upon and assess your developing essay structure.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:	
Author:	Palmquist, Mike
Title:	The Bedford Researcher
Publisher:	Macmillan
Date of Publication:	2018
Edition:	6
Book #2:	
Author:	Graff, Gerald
Title:	They Say / I say: The Moves That Matter in Academic Writing, with 2016 MLA Update
Publisher:	W.W. Norton & Co
Date of Publication:	2016
Edition:	3

B. Other required materials/supplies.