ENGL 97 - Accelerated English Course Outline

SECTION A

Unique ID Number
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

Rationale for adding this course to the curriculum Co-requisite support course for transfer-level course to address AB705
Units 0.5 – 2
This Course Is N/A
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
Total Contact Hours 18
to 72

Hours per semester in outside of class assignments 9.00
to 36

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  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  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

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)

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

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.