

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

English 020 – Support for Academic Reading and Writing

1 hour lecture, 1 unit

Catalog Description

This course is designed to review and reinforce the skills necessary to be successful in ENGL C1000 Academic Reading and Writing (formerly ENGL 120). Students study the elements and principles of composition through the practice of editing and revising narrative, expository, and argumentative essays. Students are also introduced to effective reading skills and strategies necessary for the analysis of college level material. **Pass/No Pass only. Non-degree applicable.**

Prerequisite

Appropriate Placement

Corequisite

Concurrent enrollment in ENGL C1000 (formerly ENGL 120)

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Locate the main idea and major and minor supporting details in paragraphs and assigned reading selections.
- 2) Write personal responses, comparisons between authors' ideas, and claims in response to assigned topics or texts.
- 3) Effectively organize writing into sentences and paragraphs.
- 4) Incorporate a variety of sentence patterns in writing, all with minor errors fixable through reinforced instruction.
- 5) Implement the various stages of the writing process.
- 6) Recognize and correct problems in spelling and grammar including completeness, agreement, reference, form and punctuation, all with minor errors fixable through reinforced instruction.

Course Content

- 1) Essay structure, including thesis, paragraph organization and development, transitions, and conclusion
- 2) Sentence structure and pattern variety
- 3) Spelling and grammar skills, including completeness, agreement, reference, form and punctuation
- 4) Editing and revision techniques and skills
- 5) Research strategies and the use of MLA format to document sources
- 6) Strategies for identifying the thesis statement and supporting details in expository text
- 7) Critical thinking strategies, such as distinguishing between fact and opinion, making inferences, finding and analyzing figurative speech, and recognizing slant and bias
- 8) Various reading comprehension strategies, such as previewing, annotating, mapping/outlining, paraphrasing, summarizing, and identifying various rhetorical modes

Course Objectives

Students will be able to:

- 1) Satisfactorily complete the tasks assigned through the reinforced and supplemental instruction of this course.
- 2) Utilize research methods and apply current technologies to retrieve, evaluate, and use information,

employing MLA citation rules to document sources.

- 3) Apply reading comprehension strategies such as previewing, annotating, mapping/outlining, and paraphrasing to deconstruct texts.
- 4) Employ writing process strategies such as prewriting, brainstorming, drafting, and editing to produce texts.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which may be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Graded reading assignments
- 2) Participation
- 3) Quizzes and tests
- 4) Writing assignments

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom

Method of Instruction

- 1) Lecture
- 2) Group work analyzing readings
- 3) Group work in editing and analysis of peer work
- 4) Class and small group discussion
- 5) Individualized work in a lab setting

Out-of-Class Assignments

- 1) **Reading:** Articles, essays, book chapters, summaries, responses and other course materials
- 2) **Writing:** Summaries, outlines, annotations, notes, essay drafts, discussions, editing logs, and other writing assignments related to the course
- 3) **Other:** Viewing videos and/or materials related to course content

Texts and References

- 1) Required (representative examples):
 - a. Hacker, Diana and Nancy Sommers. *A Writer's Reference with Exercises* 11th ed. Macmillan Learning, 2025.
 - b. Woodworth. *English Composition Guide* 14th ed. Fountainhead Press, 2014.
 - c. Aaron, Jane and Michael Greer. *The Little, Brown Compact Handbook*. Pearson, 2019.
- 2) Supplemental: None

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Apply the reading, writing, editing, research, and critical thinking skills covered in this support course to earn a passing grade in ENGL C1000.