CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

English 030 – Comprehensive Support for Academic Reading and Writing

2 hours lecture, 2 units

Catalog Description
This course is designed to offer thorough, comprehensive support for students who are enrolled in ENGL C1000 Academic Reading. In a highly supported learning environment, students practice reading, writing, and revision strategies through scaffolded assignments that build transfer-level academic skills. Course emphasizes in-class writing, directly incorporates student support services, and fosters student self-awareness, reflection, and advocacy. **Pass/No Pass Only. Non-Degree Applicable.**

Prerequisite
None

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) Read and comprehend college-level text.
2) Identify the main idea of an assigned reading.
3) Describe the elements of an argumentative essay.
4) Write in sentences that convey clear ideas about topics and/or readings.
5) Recognize and correct sentences containing basic errors in spelling, grammar, punctuation, sentence structure and usage.

Course Content
1) Types of texts commonly found in transfer-level courses
2) Organizational elements and common features of academic and/or college-level texts
3) Reading comprehension strategies, such as previewing, annotating, mapping, and outlining
4) Paraphrasing, summarizing, and quoting text
5) Summary vs argument and the elements of claims
6) Counterarguments, refutations, and concessions
7) Critical thinking and logical connections
8) Rhetorical strategies, audience and purpose
9) Integrating sources
10) MLA format and citations
11) Pre-writing strategies
12) In-class and/or timed essay writing skills
13) Writing processes
14) Paragraph formats and features
15) Expanding ideas for depth, detail, and thoroughness
16) Techniques for selecting evidence and performing close analysis
17) Tips for writing brevity and efficiency in language
18) Strategies for revision and editing
19) Grammar, sentence structure, usage
20) Transitions and variations in structure
21) Internet and library research, including databases

22) Source reputability and bias
23) Plagiarism and academic integrity
24) Campus and personal support services, including tutoring and learning assistance
25) Learning strategies and time management
26) Metacognition, self-reflection, and self-advocacy

Course Objectives
Students will be able to:
1) Read, comprehend, deconstruct, and analyze college-level texts by employing reading comprehension strategies, such as previewing, annotating, mapping, and outlining.
2) Write organized, coherent, and developed essays with a clear thesis, structured paragraphs with topic sentences and relevant support, effective transitions and a relevant conclusion.
3) Apply the writing process to improve the quality of assignment drafts through pre-writing, review, revision, and editing.
4) Identify and correct sentence-level errors in writing (including grammar, usage, etc.), challenges in the organization and development of ideas, and mistakes in citations and formats.
5) Develop strategies for successfully responding to writing prompts in timed writing or on-demand settings.
6) Utilize Internet and/or library research skills to select and integrate reputable, relevant sources into assignments.
7) Uphold the principles of academic integrity by submitting original work, using appropriate and authorized resources, and identifying and avoiding behaviors that constitute academic misconduct.
8) Identify and reflect on learning successes and challenges, and demonstrate growth through intentional skill-building practices.
9) Access campus support services, practice self-advocacy, and integrate habits that lead to personal and professional success.

Method of Evaluation
A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.
1) Assigned reading activities and assignments
2) In-class writing exercises and assignments
3) Essay drafts and assignments that relate to the writing process (outlines, maps, drafts)
4) Participation in small group activities, including peer review and partner work
5) Exams and quizzes
6) In-class presentations
7) Reflection activities

Special Materials Required of Student
None

Minimum Instructional Facilities
1) Smart classroom

Method of Instruction
1) Lecture
2) Small group and partner work
3) Peer review
4) Large and small group discussion
5) Individualized work in a lab setting
6) Guest speakers and/or other integration of campus support services

Out-of-Class Assignments
1) Reading assignments, including annotations, reading logs, summaries, and responses
2) Writing assignments, such as outlines, essay drafts, etc.
3) Editing and revision work
4) Peer review activities
5) Reflection and metacognitive work
6) Utilization of and/or activities related to campus learning, academic, and personal support services

Texts and References
1) Required (representative examples):
   a. Hacker, Diana and Nancy Sommers. *A Writer's Reference with Exercises* 9th ed. Macmillan Learning, 2018.
   b. Woodworth. *English Composition Guide* 14th ed. Fountainhead Press, 2014.
   c. Aaron, Jane and Michael Greer. *The Little, Brown Compact Handbook*. Pearson, 2018.
2) Supplemental: none.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
1) Earn a passing grade in ENGL C1000 Academic Reading and Writing.
2) Utilize the various phases in the writing process—prewriting, writing revision, and proofreading—to produce clear, well-supported, well-organized essays.
3) Using meta-language of effective writing, describe the ways in which their own work and the work of other students meets the standards and structures of required essay assignments.