

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

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

5 hours lecture, 5 units

Catalog Description

The course is designed to prepare students for college-level academic reading, reasoning, and writing expected in transfer and associate-degree courses. Students will engage in the essential practice of academic inquiry and practice the writing process with an emphasis on effective expression of ideas. Readings will be studied for form and content in order to enhance critical thinking skills. In a highly supported 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. **Non-degree applicable.**

Prerequisite

None

Entrance Skills

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

- 1) Recognize the parts of speech.
- 2) Recognize and spell basic words.
- 3) Recognize and correct sentences containing basic errors in spelling, grammar, punctuation, sentence structure and usage.
- 4) Read at an appropriate level for the texts assigned and use vocabulary appropriate to the writing assignments.
- 5) Identify and retain stated main ideas in simple paragraphs and assigned reading selections commensurate in difficulty to English 098 textbooks.
- 6) Identify and retain major and minor details in simple paragraphs and assigned reading selections commensurate in difficulty to English 098 textbooks.
- 7) Identify basic English sentence structure (recognize subjects and verbs).

Course Content

- 1) Practice writing expository and persuasive prose in multi-paragraph essays, at least one of which will be researched.
- 2) Cite sources using MLA format.
- 3) Write in-class graded essays.
- 4) Discuss the structure of sample expository writing and apply as models for assigned essays.
- 5) Practice incorporating various rhetorical strategies, such as description, narration, process, definition, comparison-contrast, classification and division, cause and effect, and argument.
- 6) Practice using the stages of the writing process—*invention, writing, peer evaluation, revising, and editing*—to produce assignments.
- 7) Read critically, analyze, and evaluate expository, argumentative, and imaginative writing.
- 8) Recognize plagiarism and the importance of properly crediting sources.
- 9) Practice the techniques of library research.
- 10) Discuss words and their meanings to enlarge students' active vocabulary and enable them to avoid cliché, jargon, colloquialism, and sexist or obscene language.
- 11) Recognize and write complete sentences in various patterns and combine several sentences into a coherent paragraph substantially free of basic spelling, grammar, punctuation, sentence structure

and usage problems.

- 12) Practice writing complete sentences (substantially free of basic spelling, grammar, punctuation, and sentence structure mistakes) in various patterns.
- 13) Practice the reading process by previewing, annotating, and analyzing readings and be able to utilize those skills in take-home assignments and as the basis for timed writings.
- 14) Write at least 6,000 words.

Course Objectives

Students will be able to:

- 1) Identify and correct errors in basic English grammar, usage (plurals, possessives, subject-verb agreement, capitalization, etc.), punctuation (apostrophes, commas, fragments, comma splices, fused sentences, etc.), spelling, and vocabulary.
- 2) Compose a variety of sentence types and structures in order to effectively communicate ideas.
- 3) Utilize the writing process (prewriting, writing, revision, and proofreading) for writing assignments.
- 4) Write a minimum of five organized, coherent and developed essays with a clear thesis, clearly structured paragraphs with topic sentences and relevant support, effective transitions and a relevant conclusion. At least one of these essays must be written in class as all or part of a final exam.
- 5) Use assigned readings for supporting information in a minimum of two writing assignments.
- 6) Utilize the reading process by previewing, annotating, and analyzing readings and be able to utilize those skills in take-home assignments and/or as the basis for timed writings.
- 7) Demonstrate an understating of what constitutes plagiarism based on class discussions, readings, and possible research; avoid plagiarism in their own writing by properly indicating when material is quoted and by properly citing quoted, summarized, and paraphrased material.
- 8) Use library and Internet resources to research and develop supporting documentation for an academic essay.
- 9) Properly utilize MLA citations format to credit multiple sources in an academic essay.

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) Exams/quizzes that measure students' knowledge of vocabulary, reading analysis strategies, reading process strategies, as well as their comprehension and retention of appropriate reading selections; may include written sentences and paragraphs.
- 2) In-class exercises, in which students demonstrate the ability to engage in the reading/writing process and use strategies for enhancing comprehension and retention of information in assigned reading selections.
- 3) Writing assignments, in which students demonstrate their ability to identify a writer's purpose, locate thesis and supporting details, identify rhetorical modes, define unknown vocabulary, distinguish between fact and opinion, and critically analyze selected reading selections, recognize the essential elements of a written argument, and reflect on their learning processes.
- 4) Homework assignments in which students demonstrate the ability to engage in the reading/writing process, identify a writer's purpose, locate thesis and supporting details, identify rhetorical modes, define unknown vocabulary, and critically analyze selected reading selections, distinguish between fact and opinion, recognizing the essential elements of a written argument, and reflect on their learning processes.
- 5) Exams/quizzes which require students to recognize and correct errors with sentence boundaries, agreement, reference, parallel structure, diction, and punctuation and identify traits of effective writing. Exams will also include definitions of plagiarism and methods for avoiding it.
- 6) Essays that are organized, coherent, developed and largely error-free and contain a clear thesis, transitions and a relevant conclusion, and incorporate a variety of sentence patterns. These essays will be in rhetorical modes; one may be multimodal. These essays will range from the five-

paragraph essays to a short 3-5 page essay. One or more of these of these essays must include MLA citation of multiple sources.

- 7) Small group and/or whole class peer review in which students compare their own writing and the writing of other students to the standards presented in class. Students will utilize the meta language of composition to articulate observations about how the writing is effective and how it may be improved.
- 8) Written assignments that require students to produce prewriting and preliminary drafts on a specified topic before completing a final draft.
- 9) Revision of multiple essays utilizing peer and instructor feedback.
- 10) In-class midterm and final exam that require student to produce a piece of writing which is organized and coherent and contains a clear thesis, effective transitions and a relevant conclusion.
- 11) A basic researched paper using outside sources, documented in MLA format.
- 12) Journals in which students respond to assigned readings or other topics.
- 13) Reflection activities in which students examine their own learning and reading/writing processes.
- 14) Error logs in which students track their own errors in grammar, punctuation, spelling, and vocabulary.
- 15) In-class presentations on relevant writing and/or reading topics.

Special Materials Required of Student

Access to word processor

Minimum Instructional Facilities

Smart classroom with overhead projector/screen

Method of Instruction

Instructor will assign and evaluate written exercises providing frequent practice in writing from structural patterns. Instructor will write comments and indicate errors, enabling students to revise their work in light of the instructor's suggestions. Instructor may provide supplementary tutoring and conferences with students or may refer to tutoring. Additional methods of instruction include reading assignments, written exercises, lectures, audiovisual presentations, class and small group discussion, study groups, journal writing, response papers.

Out-of-Class Assignments

- 1) Assigned readings
- 2) Research
- 3) Essay assignments
- 4) Online discussions

Texts and References

- 1) Required (representative examples):
 - a. Langan, John. *College Writing Skills with Readings*. 9th edition. McGraw-Hill, 2014.
 - b. Kirsznner, Laurie, and Stephen Mandell. *Writing First with Readings: Practice in Context*. 6th edition. Bedford/St. Martin's, 2014.
 - c. Kanar, Carol. *The Confident Writer*. 8th edition. Houghton Mifflin, 2014.
- 2) Supplemental: None

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Produce in-class and take-home essays substantially free of major spelling, grammar, punctuation, sentence structure and usage errors (i.e., errors that seriously interfere with communication).
- 2) Write a source-based essay focusing on a thesis statement and demonstrating an understanding of the concept of an introduction, a body and conclusion as well as adequate development, unity of idea and coherence.

- 3) Write an argumentative researched paper that asserts a thesis and provides adequate, documented support from multiple sources.
- 4) Recognize and correct problems in diction, grammar and usage including, but not limited to, completeness, agreement, reference, form.
- 5) Recognize and correct problems in punctuation including, but not limited to, commas, semicolons, apostrophes.
- 6) Recognize and avoid sexist language.
- 7) Incorporate a variety of sentence patterns (simple, compound, complex, compound-complex) into writing.
- 8) Use the various phases of the writing process (invention, writing, evaluating, revising, editing).
- 9) Use the MLA format to document sources in writing.

Student Learning Outcomes

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

- 1) Identify and correct errors in basic English grammar, usage (plurals, possessives, subject-verb agreement, capitalization, etc.), punctuation (apostrophes, commas, fragments, comma splices, fused sentences, etc.), spelling, and vocabulary.
- 2) Write organized, coherent and developed essays with a clear thesis, clearly structured paragraphs with topic sentences and relevant support, effective transitions, and a relevant conclusion.
- 3) In a timed setting (in class), write organized, coherent and developed essays with a clear thesis, clearly structured paragraphs with topic sentences, and relevant support from assigned readings.
- 4) Avoid plagiarism in their own writing by properly indicating when material is quoted and by properly citing quoted, summarized, and paraphrased material.
- 5) Properly utilize MLA citations format to credit multiple sources in a researched academic essay.