



ENGL-091: READING AND WRITING SKILLS

Effective Term

Fall 2022

BOT Approval Date

11/10/2021

Discipline

ENGL - English

Course Number

091

Course Title

Reading and Writing Skills

Short Title

Reading and Writing Skills

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

2.00

Total Units

2

Hours**Lecture Contact Hours**

32-36

Out of Class Hours Lecture

64-72

Total Contact Hours

32 - 36

Total Out of Class Hours

64 - 72

Total Student Learning Hours

96 - 108

Distance Education

No

Catalog Description

This course will focus on building the reading comprehension and basic writing skills needed to support students in passing English 101. Topics will include: annotation; summarization; responding to texts; quoting; paraphrasing; paragraphing; organizing sentences, paragraphs, and essays; and basic formatting.

Codes**TOP Code (CB 03)**

1501.00 - English

**CIP Code**

23.1301 - Writing, General.

Student Accountability Model (SAM) Priority Code (CB 09)

E - Non-Occupational

Repeatability Code

No

Grading Option

P/NP only

Minimum Qualifications

Minimum Qualifications	And/Or
English (Masters Required)	Or
Reading (Masters Required)	End

CSU Area(s)**IGETC Area(s)****Learning Objectives****Learning Objectives**

Learning Objective
Discover critical reading strategies while engaging with a variety of texts: in unit one, one college-level source (approx. 5-20 pages); in unit two, 2-3 texts both written and aural or visual.
Plan and prepare for critical, academic writing by composing two academic papers: A Summary and Response to a single text (2-3 pp.) and a Synthesis of 2-3 texts (3-4 pp.).
Construct an academic essay with consideration of audience, tone, and purpose.
Compose coherent and organized sentences, paragraphs, and essays organized around a clear thesis.
Examine reading and synthesizing methodologies.
Value the process of working with a community of writers to improve writing and thinking.
Analyze a variety of texts provided by the instructor.
Discover a writing process which incorporates both planning and revision.
Employ just-in-time remediation for grammar and mechanics to address common and individual needs.

Learning Outcome Information**Course Learning Outcomes**

Learning Outcome
1. Develop confidence and remain open to continuous learning.
2. Utilize resources and reading/writing strategies effectively.
3. Approach reading and writing with strategies, skills, and desire to seek understanding.
4. Engage with other learners to develop a community of feedback and support.

Program Learning Outcomes

Learning Outcome
Present a clear, reasoned, well supported, clearly organized argument, demonstrating college-level writing skills.
Recognize writing as a process of developing, drafting, revising, and editing.
Conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines.

Analyze text, recognizing the arguments presented, and construct an effective, argumentative or persuasive response, synthesizing information, concepts, and ideas from various sources and including that knowledge in effective, well-reasoned arguments.

Demonstrate understanding of acknowledged methods of critical thinking and analysis of literature. Analyze a variety of literary genres in their social, cultural and historical context.

Evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.

Institutional Learning Outcomes

Personal

and Professional Responsibility

Civic

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Content

Course Lecture Content

1. Unit One: Understanding, Summarizing, and Responding to Texts
 - a. Critical Reading Skills
 - i. Pre-Reading Strategies
 1. Overviewing
 2. Asking questions
 3. Background knowledge and context
 - ii. Active Reading
 1. Annotation strategies
 2. Looking up vocabulary and references
 3. Asking questions (for clarity and for discussion)
 4. Identifying key quotations and concepts
 5. Comprehension strategies
 - b. Integrating Texts/Sources
 - i. Summary
 1. Accurately reflecting text
 2. Highlighting key concepts and arguments
 3. Explaining important concepts from the text
 - ii. Integration of source (title, author, form, description)
 1. Proper use of author's names
 2. Proper title formatting
 3. Differentiating between forms (e.g. scholarly book vs. novel)
 - iii. Integration of quotations
 1. Selecting appropriate quotations
 2. Formatting and punctuating quotations
 3. In-text citation
 - iv. Responses
 1. Directly engaging with/explicating text's arguments
 2. Using clear examples and textual evidence
 3. Presenting well-reasoned responses
 4. Use of personal pronouns
 - a. Appropriate uses, such as in narrative or to differentiate a position
 - b. Inappropriate uses, such as over-reliance or statements that weaken arguments
 - c. Basic MLA Format
 - i. Explanation of common paper formats/styles and why/when they are used (such as MLA, APA, Chicago)
 - ii. Basic MLA paper format
 - iii. Using In-Text Citations

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- iv. Works Cited Page Format
 - 1. Explanation of how to use style resources, such as Purdue OWL
 - d. Using Campus Resources
 - i. Tutoring resources
 - ii. Learning Skills Program
 - iii. Accommodation Services Center
 - iv. Counseling
 - v. Health Center and Mental Health Counseling
 - vi. Financial aid and financial support programs
 - 2. Unit Two: Synthesizing Texts
 - a. Synthesis
 - i. Finding connections, commonalities, and differences between texts
 - ii. Applying concepts from one text to another
 - iii. Appropriate use of a variety of formal and informal sources
 - iv. Using sources to support an argument
 - b. Essay Structure
 - i. Introductions
 - 1. Engaging the reader
 - 2. Establishing the scope and context of the subject
 - 3. College-level thesis statements
 - ii. Body Paragraph Development
 - 1. College-level transitions
 - 2. Source integration
 - 3. Analysis/response
 - a. Instructors may use common organizational acronyms such as MEAL or AXES
 - iii. Conclusions
 - 1. Restatement of central point
 - 2. Closing ideas
 - c. Revision
 - i. Using resources
 - 1. Tutoring
 - 2. Appropriate use of Grammarly
 - 3. Style guides, such as Purdue OWL
 - 4. Self-editing
 - 5. Peer review
 - d. Writing Skill Development
 - i. Review on an individual or class basis, as needed, (just-in-time remediation):
 - 1. Grammar
 - 2. Spelling
 - 3. Sentence Structure/Syntax

Methods of Instruction

Method

Discussion

Integration

Small group and whole group discussions will take place throughout the semester. These discussions will emphasize reading and writing development, reading strategies, metacognition, analysis and reasoning, the writing process, peer revision, and editing.

Method

Critique

Integration

Critiques and self-critiques via peer-review and/or self-review of writing will allow students the opportunity to actively participate in the writing process.



Method

Homework

Integration

Homework will be assigned regularly and may consist of reading, writing, or activities that support effective reading and writing.

Method

In-class Exercises

Integration

In-class exercises designed to support student growth in grammar, formatting, reading comprehension, and/or essay writing will be assigned, as needed.

Method

Lecture

Integration

Instructor-led lectures will emphasize reading, metacognition, writing, and revision strategies that are essential for academic essay development. Lecture topics may include thesis development, central idea, unity, coherence, organization and structure, transitions, and analysis.

Method

Reading

Integration

A variety of readings will be incorporated throughout the semester to allow students plenty of opportunities to improve their critical reading techniques. Readings will be used to support the writing and revisions of essays.

Method

Individualized Instruction

Integration

Individualized instruction during one-on-one or small group conferences with the instructor will allow students to receive specific feedback on written work which is essential for student growth in composition.

Methods of Evaluation**Method**

Class Participation

Integration

Student participation in the writing and reading process will be essential in this course. Participation in course will be evaluated on discussion of readings and concepts, ability to synthesize relevant ideas in the course, active participation in writing workshops, and attendance for presentations.

Method

Homework

Integration

Homework on writing, reading, and basic MLA will be evaluated for accuracy and completion.

Method

Papers



Integration

2 short academic papers (a summary and response and a synthesis paper) will be evaluated on coherence, language use, unity, emphasis, support of thesis, development, and integration of source material through quoting, paraphrasing, and summary. A basic understanding of MLA will also be evaluated.

Method

Class Work

Integration

Class work will emphasize and be evaluated on writing and reading strategies and techniques. Class work will be a required component of the class.

Method

Self-Evaluation

Integration

Students will use metacognitive strategies to reflect and evaluate their own growth in reading and writing.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Pre-Reading FYI

Before an assigned reading, using the assigned worksheet, please identify: information about the author, context (historical, social, academic), unknown references, unknown vocabulary. In-class, we will collaboratively fill in the author and context boxes using technology. For homework please add references and vocabulary terms you don't recognize, along with definitions.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Grammar Guide

Throughout the course, we will have grammar mini-lessons as a means of just-in-time remediation to address common errors. Please keep notes and at the end of the class compose an individualized grammar guide that contains a brief description of these grammar lessons, a description in your own words, and your own examples.

Assignment Type

Writing



In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Self-Editing Checklist

To promote metacognition, and to personalize course content, please select concepts most applicable to your writing growth (from class content and from instructor feedback) to keep an evolving self-editing checklist which they can use to revise papers in this course and to use after in other courses.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Unit One Paper: Summary/Response

Throughout the past several weeks, we have focused on reading Audre Lorde's essay, "The Uses of the Erotic," to understand her argument about why it is important to construct our lives in a way that brings us pleasure. For this paper, explain what Lorde's argument is, along with her most important points. What do you think about this argument? Your response should not be simply "I agree" or "I disagree" but provide a nuanced response to the text. This paper should be about 2 to 3 pages, MLA format.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Unit Two Paper: Synthesis

Building on unit one's summary and response of Lorde, this paper will ask you to synthesize three sources in order to present an argument. You should use Lorde's essay, "The Uses of the Erotic," as well as Raquel Gutierrez's essay, "Radical Narcissism," and Dan Gilbert's TED Talk, "The Surprising Science of Happiness." What is a common thread amongst these three writers? Where do their arguments overlap? After considering these questions, craft a paper that provides an important insight informed by all three texts.

Course Materials**Textbooks**

Graff and Birkenstein, They Say / I Say (2021)
Lipson, Doing Honest Work in College (2019)
Cohen, 50 Essays: A Portable Anthology (2019)

Class Size Information**Class Size**

28

Class Size Category

E - Extensive writing 28

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Instructors should use culturally affirming material from a wide range of authors to ensure representation. The skills in this course are designed for a wide range of themes and approaches that would ensure application to real-world issues. For example, the texts chosen as a means to practice skills should be chosen with consideration of diversity and inclusion (see assignments for examples).

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is specifically designed to promote equitable learning outcomes. Given the progress of AB 705 in our English pathway, we have made great gains in completion for many students. However, we do recognize there are still students who might not yet be adequately served and require another pathway to successfully complete English 101. This course will serve those students with clear focus on practical skills for reading and writing as well support in connecting students to campus resources and resources in the broader world. We will support diverse learners in the following ways: 1) Course content will be tailored so that texts and authors reflect the diversity of our students, keeping in mind gender, race, and sexuality. 2) An emphasis will be placed on personalization: students will be provided with aural lectures, online resources, written texts, handouts, and develop their own resource guides so that their tools best reflect their needs. 3) Copious feedback will be provided individually at every level of the course to check for comprehension and ensure that no student falls behind. An emphasis will be placed on just-in-time remediation to meet students individual needs. 4) This class will be targeted at helping students improve reading and writing skills by providing numerous tools for reading (various systems of annotation, comprehension strategies, discussions about location/time/environment they are reading in, etc.) as well as writing and invention strategies (finding a place to start, using sources, etc.). Collaborative approaches to reading and pre-reading too will encourage students to value each other's skills and support each other's growth points.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Students will work with other students to discuss readings, complete small group assignments, and peer-review written work.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will lecture, lead small group and whole class discussions, meet individually and in small groups with students for conferences, and comment on writing and essays for the purpose of student growth.

Explain how the course will incorporate student-to-content interaction.

Students will engage with the textbook, instructor generated learning materials, and instructor chosen readings. Students will take class notes which will be used to improve reading and writing.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will regularly reflect on their own growth in reading and writing and consider ways that they can practice, grow, and improve.

Key: 2947