

Reading & Writing Integration 2013-2014

As of Fall 2013, these **three** courses will replace all **eight** current English & Reading courses below transfer level (Engl 450, 550, 500 & Read 550, 530, 520, 510, 500).

English 675 Preparation for College Reading & Writing <ul style="list-style-type: none"> • non-credit • 4 hrs./week • three-levels below transfer • 10 hrs. in Success Center 	English 575 Introduction to College Reading & Writing <ul style="list-style-type: none"> • 4 units • two-levels below transfer • 7 hrs. in Success Center 	English 475 Fundamentals of College Reading & Writing <ul style="list-style-type: none"> • 4 units • one-level below transfer • 5 hrs. in Success Center
<p>Introduces the inexperienced reader and writer to a variety of pre-college and college-level texts and writing situations. Prepares students for the thinking, reading, and writing skills necessary to succeed at the college level. Ten hours of supplemental learning in a Success Center that supports this course are required. Upon successful completion of the course, student may re-assess for possible placement into the credit curriculum.</p>	<p>An introduction to the academic reading, writing, critical thinking, and study skills expected at the college level with the ultimate goal of producing clear, competent essays. Emphasizes the connections between reading and writing, and students read and write extensively. Seven hours of supplemental learning in a Success Center that supports this course are required.</p>	<p>Careful study and practice of critical thinking, reading, and expository writing techniques, using primarily nonfiction texts, and the frequent writing of compositions with the ultimate goal of writing an essay using sources. Prepares the student for English 1A and a variety of academic disciplines. Five hours of supplemental learning in a Success Center that supports this course are required.</p>
<p>SLOs</p> <ul style="list-style-type: none"> ▪ Write a short essay. ▪ Read as a process in multiple genres. ▪ Distinguish key textual features including audience, purpose, tone, fact, and opinion. 	<p>SLOs</p> <ul style="list-style-type: none"> ▪ Write an essay including a thesis and supporting evidence. ▪ Apply appropriate reading strategies suited to the text. ▪ Analyze interconnected functions of audience, purpose, genre, tone, and role. 	<p>SLOs</p> <ul style="list-style-type: none"> ▪ Write an essay with a clear thesis and documented sources. ▪ Read critically to analyze and evaluate a variety of nonfiction texts and in a variety of disciplines. ▪ Analyze the rhetorical features of texts.
<p>course topics</p> <ul style="list-style-type: none"> ▪ Comprehension ▪ Vocabulary ▪ Critical reading ▪ Composition development ▪ Revision and editing ▪ Research skills ▪ Study skills 	<p>course topics</p> <ul style="list-style-type: none"> ▪ Reading and writing contexts (audience, purpose, tone, etc.) ▪ Reading and writing processes and strategies ▪ Reading comprehension, evaluation, and response ▪ Vocabulary development (context, connotation, denotation) ▪ Elements of paragraphs and essays (main idea, supporting examples, etc.) ▪ Grammar instruction in the context of student writing ▪ Basics of incorporating outside sources ▪ Student success strategies (time management, notetaking, etc.) 	<p>course topics</p> <ul style="list-style-type: none"> ▪ Academic reading and writing contexts (audience, purpose, tone, bias, inference, etc.) ▪ Critical thinking and reading strategies for non-fiction texts (comprehension, analysis, evaluation, synthesis) ▪ Development and application of academic vocabulary ▪ Patterns of essay organization and development (including exposition and argumentation) ▪ Elements of an effective academic essay (thesis, supporting evidence, coherence, etc.) ▪ Application of the writing process ▪ Revising and editing instruction tailored to the student's individual needs ▪ Introduction to the research process, MLA format, and the use of sources ▪ Academic success strategies (notetaking, outlining, annotating, etc.)

If you passed one of these classes...

You may register for...

Engl 450, ESL 450, or Read 550	Engl 1A
Engl 550, Read 530, or Busot 455	Engl 475
Engl 500 or Read 520	Engl 575
Read 500 or 510	Engl 675

Reading & Writing Integration 2012-2013

planning & development process

Summer 2012

- ✓ goal was to create courses that prepare students for all transfer-level courses, not just Eng 1A
- ✓ 16 faculty (full-time & part-time Reading & English faculty as well as Instructional Specialists)
 - ✓ reviewed current Reading & English CORs
 - ✓ reviewed CORs in other disciplines with prerequisites of reading or English
 - ✓ surveyed faculty regarding prerequisites
 - ✓ developed objectives
 - ✓ wrote and revised the new CORs, SLOs, etc.

Fall 2012

- ✓ drafts of CORs presented to full English & Reading Departments
- ✓ general overview of the process presented to adjuncts
- ✓ courses launched on Curricunet
- ✓ information presented to
 - ✓ Faculty Senate (Sep. 4)
 - ✓ Curriculum Committee (1st reading discussion, Sep. 19; courses approved, Sep. 26)
 - ✓ Coordinator Meeting (Sep. 28)
 - ✓ Counseling Department (Oct. 4)
 - ✓ Enrollment & Success Management Committee (Nov.)
 - ✓ Chaffey College Governing Board (Dec. 13)
- ✓ surveyed current adjuncts on experience, education, etc. (Sep.)
- ✓ developed matrix of prerequisites for continuing students (if passed ____, then take _____)
- ✓ English & Reading faculty worked with Jim Fillpot on assessment & placement (Nov. – Dec.)
- ✓ began development of new Success Center supplemental learning materials (DLAs, workshops, learning groups) (Nov. 2012 – May 2013)

Spring 2013

- ✓ scheduling for 2013-2014
- ✓ ongoing orientation for counseling
- ✓ faculty review and update textbook lists (Jan. – March)
- ✓ work with ITS on prerequisite blocks in the registration process (Jan. – Feb.)
- ✓ finalize cut scores for assessment & placement (Jan.)
- ✓ revise graduation requirement
- inform students via posters, fliers, schedule of classes, ChaffeyView, “In The News,” Facebook, counseling (Feb. – May)
- curriculum training for all contract and adjunct instructors (March, April, June)
- finish development of new Success Center supplemental learning materials (DLAs, workshops, learning groups) (Jan. – May)

Fall 2013

- new courses offered
- ongoing training for faculty, counselors, & Success Center tutors
- ongoing review of assessment & placement data

Chaffey College Faculty Values: PRIDE

The faculty of Chaffey College . . .

Participate in

- shared governance, department, and college-wide activities
- fostering and exercising academic freedom
- sharing pedagogical ideas
- the community of learning
- ongoing professional development on and off-campus
- scholarly or creative pursuits

Respect

- students, staff, administrators, and faculty in all disciplines and areas of the college
- the dignity and diversity of all students
- the capacity of all students to learn, grow, and succeed
- confidentiality
- academic freedom and academic integrity
- the unique expertise of each discipline
- the social and physical environment of the college, community, and world

Inspire

- students to succeed and reach their goals (transfer, career, certificate, professional)
- students to have high academic and professional aspirations
- students to utilize campus resources effectively
- students to explore new, ideas, concepts, beliefs, and their place in the world
- active learning, critical thinking, and cross-curricular connections
- academic freedom and academic integrity
- other faculty to excellence and creativity

Develop

- empathy
- a culture of success and academic rigor
- a safe, learning-centered environment
- the whole student
- high expectations for students and themselves
- the capabilities of all students
- support services, pedagogy, and curricula to meet all students' changing needs and interests

Engage in

- high-hope and growth-mindset thinking
- sharing ideas and means to improve teaching and learning
- innovative approaches to teaching, addressing multiple learning modalities
- lifelong learning
- professional growth and improvement
- finding creative solutions to curricular, instructional, relational, and institutional issues

COURSE OUTLINE CHAFFEY COLLEGE

Discipline: English

1. COURSE IDENTIFICATION: ENGL 675

2. COURSE TITLE: Preparation for College Reading and Writing

3. UNITS: 0

Lecture Hours: Normal: 72 Range: 64 - 76

4. GRADING: Pass/No-Pass

5. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 3

6. REQUIRED AND/OR RECOMMENDED BACKGROUND:

Prerequisite(s): None

Corequisite(s): None

Advisory: None

Limitation on Enrollment: None

Assessment Level: None

7. CATALOG DESCRIPTION:

Introduces the inexperienced reader and writer to a variety of pre-college and college-level texts and writing situations. Prepares students for the thinking, reading, and writing skills necessary to succeed at the college level. Ten hours of supplemental learning in a Success Center that supports this course are required. Upon successful completion of the course, student may re-assess for possible placement into the credit curriculum. May be taken three times.

8. CONTENT (Scope and Description of Content):

Order and emphasis of core topics may vary from instructor to instructor.

CONTENT (Scope and Description of Content)

A. Comprehension

1. Main Ideas and Evidence

2. Thesis Statements

3. Organizational Patterns

4. Transitions

5. Inferences

6. Audience, Purpose, and Tone

7. Bias and Faulty Reasoning

B. Vocabulary

1. Context Clues

2. Word Attack Strategies (Prefix, Root, Suffix)

3. Connotation/Denotation

C. Study Skills

1. Text Annotation
2. Note Taking Strategies and Graphic Organizers (Cornell Notes, Concept Mapping, Outlining, Summarizing)
3. Analyzing Text-3 Stages of Reading (Before Reading: Previewing; During Reading: Predicting, Questioning, Making Connections, Visualizing; After Reading: Review)
4. Reading Textbooks (Preview text features and content, Attention to one chapter)
5. Metacognitive Skills (Fix-up Strategies)

D. Critically Reading

1. Contextualize (text in historical, biographical and cultural contexts).
2. Reflect on challenges to your beliefs and values.
3. Evaluate on author's perspective

E. Composition Development

1. Essay structure- introduction, body, and concluding paragraphs
2. Essay implementing various patterns of organization.
3. Analyze and differentiate between various types of essay development, including exposition (analysis, classification, definition, comparison and contrast, and cause and effect) and argumentation.
4. Write essays for a specific purpose to a specific audience using an appropriate voice for those readers.
5. Sentence variety (combine phrases, clauses, and sentences).
6. Demonstrate understanding of the logical relationship among the parts of a composition.

F. Revision and Editing

1. Prewriting/idea generation.
2. Outlining
3. Drafting
4. Revision
5. Editing

G. Research Skills

1. Define a research topic, posing relevant questions with an appropriate scope.
2. Identify and utilize a variety of effective support and credible sources for a research essay.
3. Proficiency in citing sources in MLA format (in-text citations and a works cited page)

9. OBJECTIVES:

Upon completion of the course, students should be able to:

- A. Suggest authors' purposes and describe the tones of various non-fiction and some fiction texts. Begin to distinguish between fact and opinion in texts, and explore the connections between tone, purpose, and audience in various writing situations, in non-fiction and some fiction texts.
- B. Demonstrate the reading process, including previewing, setting a purpose, integrating knowledge, thinking metacognitively, questioning, and recalling and reacting to various genres of non-fiction, including informative expository writing, editorials, trade and journal articles.
- C. Develop critical thinking strategies such as identifying important information in texts by annotating, summarizing, outlining and mapping, using direct statements, prior knowledge, including reflecting on and making connections to text and "reading between the lines" for drawing conclusions in non-fiction texts, to reflect on reading and one's own writing.
- D. Describe authors' awareness of audience, purpose, and tone shapes assigned reading materials and class assignments and begin to utilize this understanding in drafting writing assignments.
- E. Use stages of the writing process including prewriting, writing, revising, and utilizing feedback to draft a variety of short compositions, paragraphs and essays (1-3 pages), in a variety of genres, including descriptive writing, summary, reflection, and some introductory analysis.
- F. Utilize titles, headings, and tables of contents to assist in interpreting meaning in assigned readings. Practice a variety of free-writing and brainstorming activities in response to reading assignments and as a means of generating ideas for writing.
- G. Recognize main ideas and supporting details and evidence at the paragraph level and thesis statements and controlling ideas at the composition level in assigned readings, as well as topics and organization patterns. Formulate clear and specific main ideas and thesis statements in one's own writing, and develop the ability to think logically and express thoughts in clear, effective paragraphs and short essays.
- H. Recognize the role diction and vocabulary play in successful written communication through the effective use of academic tools.
- I. Develop strategies for success in this and other college classes, including an introduction to basic research methods and tools such as dictionaries and thesauruses; library resources, including e-reserve and data bases; creation and simple editing of documents using Microsoft Word; and Internet search engines, including identification of the use and purpose of Internet domains.

10. METHODS OF INSTRUCTION:

Instructors may employ any of the following instructional methodologies:

- A. Lecture
- B. Laboratory assignments
- C. Demonstrations
- D. Observations
- E. Guest speakers

- F. Internet instruction
- G. Collaborative Group Work
- H. Web-based presentations
 - I. One-on-one tutorials
 - J. Outside research
- K. Practicum
- L. Role Playing
- M. Simulations
- N. Skill-building exercises
- O. Small group or directed class discussion
 - P. Student-instructor conferences
- Q. Study groups
- R. Computer assisted instruction

11. OUT-OF-CLASS ASSIGNMENTS:

The following assignments are representative. Specific assignments will vary from instructor to instructor.

- A. Reading
 - Supporting references, Websites, Study guides, Periodicals, Course handouts, Textbooks
 - Keep a reading journal and record thoughts, ideas, and other personal responses to the assigned texts.
- B. Writing
 - Notebook/journal, Paragraphs, Essays, Research papers, Portfolios, Analyses, Reports, Responses/Reactions, Critiques
 - After reading through a short article, summarize the author's main ideas by conducting some basic analysis of the article, describing the author's tone and considering his or her purpose.
- C. Critical Thinking
 - Summarizes the problem/question/work assignment, Communicates effectively, Considers the influence of context and assumptions, Analyzes appropriate supporting data/evidence, Communicates own perspective or position, Identifies implications and consequences, Integrates others' perspectives and positions, Applies appropriate tools in problem-solving, Applies investigative or lab skills in inquiry
 - Consider and articulate the significance of a text by reflecting on such elements as relevant background or historical information and/or the experiences of both writer and reader.
- D. Other
 - Portfolios, Audio/video projects, Observation/Evaluation of performances, Creative projects, Group projects, Research projects, Computer-assisted modules, Presentations, Performance
 - Develop an ongoing list of new vocabulary words, using a dictionary and thesaurus to define the words and identify synonyms.

12. METHODS OF EVALUATION:

The following evaluation methods are representative. Specific applications will vary from instructor to instructor.

- A. A grading scale specified in the course syllabus

- B. Analytical projects
- C. Application of knowledge/skill
- D. Class presentations
- E. Completion of homework assignments
- F. Creative projects
- G. Demonstrated ability
- H. Essay exams
 - I. Essays
 - J. Group projects
- K. Journals
- L. Notebooks
- M. Objective exams and quizzes - completion
- N. Objective exams and quizzes - matching
- O. Objective exams and quizzes - multiple choice
- P. Objective exams and quizzes - problem solving
- Q. Objective exams and quizzes - short answer
- R. Objective exams and quizzes - true-false
- S. Observation
- T. Oral exams and quizzes
- U. Oral reports
- V. Participation in classroom discussion
- W. Performance
- X. Portfolios
- Y. Problem sets
- A@. Research papers
- AA. Research projects
- AB. Simulations
- AC. Standardized tests
- AD. Student practicum
- AE. Written reports

13. TEXTS AND SUPPORTING REFERENCES:

Instructors may choose from among the following representative texts

Texts:

1. Flachmann, Kim . Mosaics: Reading and Writing Paragraphs. (5th/e). Pearson, 2011.
2. Goldstein, Janet M. . Voices and Values-A Reader for Writers. (2nd/e). Townsend, 2002.
3. Kemper, Dave. Fusion, Book 1. (1st/e). Cengage, 2013.
4. Kirszner, Laurie G.. Foundations First. (4th/e). Bedford/St. Martin's, 2012.

COURSE OUTLINE CHAFFEY COLLEGE

Discipline: English

1. COURSE IDENTIFICATION: ENGL 575

2. COURSE TITLE: Introduction to College Reading and Writing

3. UNITS: 4

Lecture Hours: Normal: 72 Range: 64 - 76

4. GRADING: Letter Grade

5. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

6. REQUIRED AND/OR RECOMMENDED BACKGROUND:

Prerequisite(s): None

Corequisite(s): None

Advisory: None

Limitation on Enrollment: None

Assessment Level:

Eligibility for ENG 575 as determined by the Chaffey assessment process.

7. CATALOG DESCRIPTION:

An introduction to the academic reading, writing, critical thinking, and study skills expected at the college level with the ultimate goal of producing clear, competent essays. Emphasizes the connections between reading and writing, and students read and write extensively. Seven hours of supplemental learning in a Success Center that supports this course are required.

8. CONTENT (Scope and Description of Content):

Order and emphasis of core topics may vary from instructor to instructor.

A. Reading and writing contexts (audience, purpose, tone, etc.)

B. Reading and writing processes and strategies

C. Reading comprehension, evaluation, and response

D. Vocabulary development (context, connotation, denotation)

E. Elements of paragraphs and essays (main idea, supporting examples, etc.)

F. Grammar instruction in the context of student writing

G. Basics of incorporating outside sources

H. Student success strategies (time management, notetaking, etc.)

9. OBJECTIVES:

Upon completion of the course, students should be able to:

- A. Apply appropriate reading strategies (e.g. previewing, adjusting rate according to purpose, annotating, questioning, evaluating, confirming, challenging, "reading between the lines," identifying main ideas and patterns, outlining) to comprehend a variety of texts across the disciplines.
- B. Identify thesis statements, main ideas, and major and minor supporting details in a variety of nonfiction readings, and incorporate these elements in one's own writings.
- C. Outline, summarize, analyze, and respond to information in nonfiction reading for the purposes of discussion and writing.
- D. Analyze interconnected functions of audience, purpose, and tone in readings across the disciplines as well as one's own writing and the writing of other students.
- E. Examine the presentation of information, patterns of organization, and visual aspects of layout, employed by textbooks.
- F. Develop reading comprehension and vocabulary through common strategies such as reading out loud, talking to the text, thinking out loud, using context clues and structural analysis.
- G. Identify rhetorical features in nonfiction readings, and incorporate uses of selected rhetorical strategies (e.g. description, exemplification, argument) in ones' own writing.
- H. Demonstrate an understanding of the logical relationships among the parts of readings as well as the parts of compositions.
- I. Construct coherent writings with a controlling idea and paragraphs that support it.
- J. Write compositions, using idea generation, planning, drafting, revising, and editing.
- K. Write introductory essay paragraphs, body paragraphs with supporting sentences that relate to the topic sentences, and concluding essay paragraphs.
- L. Incorporate information from outside sources, attributing quotes, paraphrasing, and differentiating between one's own ideas and those of others.
- M. Identify individual patterns of grammatical error, and apply rules of grammar--punctuation, mechanics, spelling, and usage--toward proficient editing.
- N. Contribute to academic dialogues through reading, writing, and critically thinking about ideas, presented in increasingly sophisticated texts.

10. METHODS OF INSTRUCTION:

Instructors may employ any of the following instructional methodologies:

- A. Lecture
- B. Demonstrations
- C. Internet instruction
- D. Collaborative Group Work
- E. Web-based presentations
- F. Outside research
- G. Practicum
- H. Small group or directed class discussion

- I. Student-instructor conferences
- J. Computer assisted instruction
- K. Other: Homework; exercises

11. OUT-OF-CLASS ASSIGNMENTS:

The following assignments are representative. Specific assignments will vary from instructor to instructor.

- A. Reading
Textbooks, Supporting references, Websites, Study guides, Periodicals, Course handouts
Read and respond to a film review. Distinguish the reviewer's facts from opinions. Paraphrase as well as introduce, analyze, and interpret quotes from the review. Support responses to the review by challenging and/or confirming the reviewer's ideas with specific evidence from the film.
- B. Writing
Notebook/journal, Paragraphs, Essays, Research papers, Portfolios, Analyses, Reports, Responses/Reactions, Critiques
Write an argument in response to an editorial or other argument/persuasive text. Evaluate and respond to ideas presented in a published argument/persuasive text, such as a newspaper editorial or textbook reading. Identify assumptions inherent in the text and the context in which the text is situated. Distinguish fact from opinion in the text. Respond to the text, using dialectical strategies, such as questioning, connecting, reflecting, confirming, challenging, and/or otherwise evaluating. Prepare to discuss the text in class. Choose this or another argumentative/persuasive text for an upcoming essay assignment, composing one's own argument in response.
- C. Critical Thinking
Summarizes the problem/question/work assignment, Communicates effectively, Considers the influence of context and assumptions, Analyzes appropriate supporting data/evidence, Communicates own perspective or position, Identifies implications and consequences, Integrates others' perspectives and positions, Applies appropriate tools in problem-solving, Applies investigative or lab skills in inquiry
Compare and contrast two differing critiques/arguments on the same subject, such as a controversial figure in the arts or media. Analyze both language and content for bias. Identify information about authors and context that may affect bias. Distinguish fact from opinion in the text. Respond to the text, using dialectical strategies, such as questioning, connecting, reflecting, confirming, challenging, and/or otherwise evaluating. Prepare to discuss the comparison/contrast in class.
- D. Other
Programming or website development, Portfolios, Audio/video projects, Observation/Evaluation of performances, Creative projects, Group projects, Drawings or schemata, Research projects, Computer-assisted modules, Presentations, Performance

12. METHODS OF EVALUATION:

The following evaluation methods are representative. Specific applications will vary from instructor to instructor.

- A. A grading scale specified in the course syllabus

- B. Analytical projects
- C. Application of knowledge/skill
- D. Class presentations
- E. Completion of homework assignments
- F. Essay exams
- G. Essays
- H. Group projects
 - I. Journals
 - J. Notebooks
- K. Oral reports
- L. Participation in classroom discussion
- M. Portfolios
- N. Research papers
- O. Research projects
- P. Written reports

13. TEXTS AND SUPPORTING REFERENCES:

Instructors may choose from among the following representative texts

Texts:

1. Dusenberry, Pam, and Julie O'Donnell Moore. Crossroads: Integrated Reading and Writing. (1st/e). Longman, 2011.
2. Kemper, Dave, John Van Rys, and Patrick Debranek. Fusion: Integrated Reading and Writing, Book 2. (1st/e). Cengage, 2013.
3. McWhorter, Kathleen. Reflections: Patterns for Reading and Writing. (1st/e). Bedford-St. Martin's, 2013.
4. Montgomery, Tammy, and Megan C. Rainey. Connections: Writing, Reading, and Critical Thinking. (3rd/e). Longman, 2009.
5. Spears, Deanne, and David Spears. In Tandem: College Reading and Writing. (1st/e). McGraw-Hill, 2008.

COURSE OUTLINE CHAFFEY COLLEGE

Discipline: English

1. COURSE IDENTIFICATION: ENGL 475

2. COURSE TITLE: Fundamentals of College Reading and Writing

3. UNITS: 4

Lecture Hours: Normal: 72 Range: 64 - 76

4. GRADING: Letter Grade

5. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

6. REQUIRED AND/OR RECOMMENDED BACKGROUND:

Prerequisite(s):

ENGL 575 Introduction to College Reading and Writing

<p>Apply critical thinking and reading strategies (previewing, predicting, questioning, making connections, visualizing, contextualizing, reviewing, evaluating, and reflecting) to comprehend a variety of nonfiction texts in various disciplines.</p>	<p>ENGL 575 - Apply appropriate reading strategies (e.g. previewing, adjusting rate according to purpose, annotating, questioning, evaluating, confirming, challenging, "reading between the lines," identifying main ideas and patterns, outlining) to comprehend a variety of texts across the disciplines.</p>
<p>Arrange main ideas and supporting details into passages, including common academic essay elements (thesis statement, topic sentences, evidence and analysis) to create an effective essay containing introductory, body, and concluding paragraphs that address a central idea.</p>	<p>ENGL 575 - Construct coherent writings with a controlling idea and paragraphs that support it.</p>
<p>Analyze uses of rhetorical development strategies and related transitions in nonfiction texts and effectively incorporate uses of selected rhetorical strategies in one's own writing.</p>	<p>ENGL 575 - Identify rhetorical features in nonfiction readings, and incorporate uses of selected rhetorical strategies (e.g. description,</p>

	exemplification, argument) in ones' own writing.
Demonstrate expanded knowledge of academic/specialized/technical vocabulary in nonfiction texts, by utilizing contextual references, applying effective word choice, and employing mostly college-level diction in one's own writing.	ENGL 575 - Contribute to academic dialogues through reading, writing, and critically thinking about ideas, presented in increasingly sophisticated texts.

Corequisite(s): None

Advisory: None

Limitation on Enrollment: None

Assessment Level:

Eligibility for English 475 as determined by Chaffey assessment process. or



7. CATALOG DESCRIPTION:

Careful study and practice of critical thinking, reading, and expository writing techniques, using primarily nonfiction texts, and the frequent writing of compositions with the ultimate goal of writing an essay using sources. Prepares the student for English 1A and a variety of academic disciplines. Five hours of supplemental learning in a Success Center that supports this course are required.

8. CONTENT (Scope and Description of Content):

Order and emphasis of core topics may vary from instructor to instructor.

A. Academic reading and writing contexts (audience, purpose, tone, bias, inference, etc.)

B. Critical thinking and reading strategies for non-fiction texts (comprehension, analysis, evaluation, synthesis)

C. Development and application of academic vocabulary

D. Patterns of essay organization and development (including exposition and argumentation)

E. Elements of an effective academic essay (thesis, supporting evidence, coherence, etc.)

F. Application of the writing process

G. Revising and editing instruction tailored to the student's individual needs

H. Introduction to the research process, MLA format, and the use of sources

I. Academic success strategies (notetaking, outlining, annotating, etc.)

9. OBJECTIVES:

Upon completion of the course, students should be able to:

- A. Apply critical thinking and reading strategies (previewing, predicting, questioning, making connections, visualizing, contextualizing, reviewing, evaluating, and reflecting) to comprehend a variety of nonfiction texts in various disciplines.
- B. Identify thesis statements, implicit arguments, supporting evidence, and conclusions in a variety of nonfiction texts.
- C. Arrange main ideas and supporting details into passages, including common academic essay elements (thesis statement, topic sentences, evidence and analysis) to create an effective essay containing introductory, body, and concluding paragraphs that address a central idea.
- D. Apply the various steps and stages of the writing process to one's own writing and the evaluation of peer writing.
- E. Synthesize information from outside sources (attributing quotes, paraphrasing, and differentiating between one's own ideas and those of others).
- F. Analyze the presentation of information, patterns of organization, and visual aspects of layout employed by textbooks and other nonfiction texts.
- G. Analyze uses of rhetorical development strategies and related transitions in nonfiction texts and effectively incorporate uses of selected rhetorical strategies in one's own writing.
- H. Analyze audience, purpose, and tone in a variety of nonfiction texts and select an appropriate voice for readers in one's own writing.
- I. Demonstrate expanded knowledge of academic/specialized/technical vocabulary in nonfiction texts, by utilizing contextual references, applying effective word choice, and employing mostly college-level diction in one's own writing.
- J. Analyze and evaluate one's own comprehension of nonfiction texts by employing various reading strategies, including metacognitive skills (schema usage, self-regulation)].
- K. Analyze the organizational patterns of a variety of nonfiction texts and apply these patterns to various types of essay development, including exposition and argumentation.
- L. Recognize and address higher-order and lower-order concerns and areas for growth in one's own writing.
- M. Explain and demonstrate the specific characteristics that contribute to effective academic writing.
- N. Define a research topic, posing relevant questions with an appropriate scope.
- O. Identify and utilize a variety of effective support and credible sources for a research essay (details, examples, facts, anecdotes, expert quotes, etc.).
- P. Critically evaluate and respond to bias, propaganda, argument, and historical and biographical contexts in a variety of nonfiction texts.

10. METHODS OF INSTRUCTION:

Instructors may employ any of the following instructional methodologies:

- A. Lecture
- B. Laboratory assignments
- C. Demonstrations
- D. Internet instruction
- E. Collaborative Group Work

- F. Web-based presentations
- G. One-on-one tutorials
- H. Outside research
- I. Practicum
- J. Skill-building exercises
- K. Small group or directed class discussion
- L. Student-instructor conferences
- M. Study groups
- N. Computer assisted instruction
- O. Other: Homework, exercises

11. OUT-OF-CLASS ASSIGNMENTS:

The following assignments are representative. Specific assignments will vary from instructor to instructor.

- A. Reading
Websites, Course handouts, Textbooks
In class and as homework, students will critically read an instructor-selected piece of nonfiction and will identify main ideas, supporting details, and organizational methods.
- B. Writing
Notebook/journal, Paragraphs, Essays, Research papers, Responses/Reactions
After critically reading a nonfiction selection, students will prepare, via journal entries, for class discussion of how the author's choice of rhetorical mode (comparison-contrast, definition, process analysis, etc.) effectively engages his/her intended audience.
Students will define a research topic, pose relevant questions, and develop an essay that includes common academic essay elements, integrates sources, and utilizes MLA format.
- C. Critical Thinking
Summarizes the problem/question/work assignment, Considers the influence of context and assumptions, Analyzes appropriate supporting data/evidence
Students will be asked to read two contrasting essays on a social issue. Based on this reading, students must identify the author's purpose, tone, bias, audience, thesis, argument, support, types of claims, evidence, etc. in preparation for including these elements in their own writing.
- D. Other

12. METHODS OF EVALUATION:

The following evaluation methods are representative. Specific applications will vary from instructor to instructor.

- A. A grading scale specified in the course syllabus
- B. Analytical projects
- C. Application of knowledge/skill
- D. Class presentations
- E. Completion of homework assignments
- F. Essay exams
- G. Essays
- H. Group projects
- I. Journals

- J. Notebooks
- K. Participation in classroom discussion
- L. Portfolios
- M. Research papers
- N. Written reports

13. TEXTS AND SUPPORTING REFERENCES:

Instructors may choose from among the following representative texts

Texts:

1. Axelrod, Rise B.. Reading Critically, Writing Well. (9th/e). Boston: Bedford/St.Martin's, 2011.
2. McWhorter, Kathleen. In Concert. (1st/e). New York: Pearson, 2014.
3. Parfitt, Matthew. Writing in Response. (1st/e). Boston: Bedford/St. Martin's, 2012.
4. Russell, Karin T.. Write Now. (1st/e). New York: McGraw-Hill, 2012.

Chaffey College
ENGL 475
Last Revision: 09/26/12