

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.