

I. CATALOG DESCRIPTION:

A. Department Information:

Division: Arts & Humanities
Department: English
Course ID: ENGL 615
Course Title: Preparation and Remediation for English 015
Units: 0
Lecture: 18 contact hour(s) per semester

Prerequisite: None

B. Catalog Description:

This noncredit course is designed to equip students with skills that they can use to be better prepared for the English 015 course and the common final. The primary areas of focus are on the development of reading and test taking skills and strategies, in addition to strategies to effectively address the components of the English 015 common final. This course is a supplement to English 015 and does not serve as a prerequisite for English 101.

C. Schedule Description:

This noncredit course is designed to equip students with skills that they can use to be better prepared for the English 015 course and the common final. The primary areas of focus are on the development of reading and test taking skills and strategies, in addition to strategies to effectively address the components of the English 015 common final.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 0

III. STUDENT LEARNING OUTCOMES:

- Students will be able to use a variety of test taking, reading, and writing strategies
- Students will be able to identify main ideas and supporting evidence in written texts
- Students will have a comprehensive understanding of the expectations of the English 015 course and the common final
- Students will be able to compose a basic essay that presents a summary of a text and an argument for or against the author's position

IV. COURSE OBJECTIVES FOR STUDENTS:

Upon successful completion of the course the student should be able to:

- Employ prewriting strategies to generate ideas for writing
- Construct an effective thesis statement for a short essay
- Effectively use active reading strategies
- Use prewriting strategies during a timed written exam
- Effectively use test taking and time management strategies
- Effectively use stress management strategies
- Understand the components of a summary
- Construct an argumentative paper through narratives
 - Identify and self-correct major and minor sentence level errors
 - Possess minimal competence for college level writing as assessed through the English 015 common final
- Read in order to locate and identify the main ideas and supporting details of a text

V. COURSE CONTENT:

- Grammar and sentence level expectations
 - Major errors
 - Verb errors (tense, agreement, verbals, etc.)
 - Fragments
 - Mixed constructions
 - Pattern of choppy, simple sentences (near total lack of sentence variety)
 - Significant errors
 - Run-ons (e.g. comma splices, fused sentences)
 - Commas
 - Pronoun errors
 - Modifiers
 - Spelling
 - Commonly confused words
 - Word choice
 - Minor errors
 - Numbers
 - Abbreviations
 - Quotation marks
 - Colons, semicolons, and other infrequent punctuation
 - Parallelism
 - Minor ESL errors (e.g. prepositions, articles, other errors in isolation, etc.)
 - Capitalization
 - Misspelling of difficult words
 - Apostrophes
- Understanding how English 015 exams are scored
 - Understand what constitutes a passing paper
 - Understand what constitutes a paper that is not passing
- Methods of development for the components for an English 015 essay response
 - Summary/Summarizing techniques
 - Use active and critical reading techniques to read for meaning and locate main idea/thesis and supporting points
 - How to write a summary – dos and don'ts
 - Argument
 - How to effectively organize ideas in an argumentative response
 - Narrative
 - How to effectively construct a narrative
 - Transition words
- Study skills and test taking strategies
 - Active reading
 - Previewing
 - Highlighting/underlining
 - Questioning (Dialoging with the author)
 - Annotating
 - Vocabulary – Using a dictionary
 - Prewriting
 - Brainstorming
 - Clustering
 - Revision
 - Checking for sufficient development
 - Proofreading strategies
 - Diction
 - Using the correct part of speech
 - Distinguishing between commonly misused words
 - Abstract vs. concrete, general vs. specific words
 - Test taking
 - Time management
 - Stress management
- Critical reading
 - Identifying and understanding the main idea
 - Locating signal words
 - Making references
 - Finding supporting evidence/points
 - Vocabulary in context
 - Figurative language
 - Inferences
- Plagiarism
 - Accidental
 - Intentional
 - Consequences of plagiarism
 - Ways to avoid plagiarism
 - Summarizing
 - Paraphrasing
 - Directly quoting
- College resources
 - Bookstore
 - Counseling Services
 - DSPS
 - Learning Resource Center
 - Library
 - Writing Center
 - Various student support labs

VI. METHODS OF INSTRUCTION (May include any, but do not require all, of the following):

- Lecture
- Guest speakers
- Class and/or small group discussion
- Use of films, videotapes, or other media
- Use of written materials: texts, journals, etc.
- Classroom demonstrations
- Guided practice
- Instructor generated handouts

VII. TYPICAL OUT-OF-CLASS ASSIGNMENTS:

- Reading assignments are required and may include (but are not limited to) the following:
Read the article, "Undecided" by David Sedaris and identify the main points and the supporting points in the article. Be prepared to discuss how the article can be summarized.
- Writing assignments are required and may include (but are not limited to) the following:
 - Using the active reading strategies discussed in class, actively read "Undecided" by David Sedaris, and write a brief one to two sentence summary for each of the paragraphs in the margins of the article.
 - Take some time to think about the types of test taking and stress management strategies that you learned about in class. Then write a one-paragraph reflection of the types of test taking and stress management strategies that you found to be the most beneficial to you and explain why you think that this is the case.
 - Write an essay of at least 300 words that summarizes David Sedaris' argument in the article "Undecided" and present an argument in which you agree or disagree with the text. Be sure to use clear examples from your own personal experiences to support your position.
- Critical thinking assignments are required and may include (but are not limited to) the following:
Read "Undecided" by David Sedaris and, a) identify the author's argument and the key supporting points and b) be prepared to discuss whether you agree or disagree with the author's point and be prepared to support your position with specific examples drawn from your own experiences and/or observations.

VIII. METHODS OF EVALUATION

- Class participation
- Examinations
- Homework
- Written papers or reports
- Quizzes
- Cumulative finals or certifications

IX. TYPICAL TEXT(S):

- DiYanni, Robert. Fifty Great Essays. 5th ed. Longman, 2012.
- Kirszner, Laurie and Mandell, Stephen. Pocket Wadsworth Handbook. 5th ed. Cengage, 2011.
- Wyrick, Jean. Steps to Writing Well. 11th ed. Wadsworth, 2010.

X. OTHER SUPPLIES REQUIRED OF STUDENTS:

- Descriptions of Some Models for Student Response Essays (Handout)
- Hierarchy of Sentence Level Errors (Handout)
- Revised English 015 Scoring Guide (Handout)
- English 015 Essays for General Use (Handout)
- Best Practices 015 (Handout)
- Portable paperback dictionary (defining at least 70,000 terms)