

San Bernardino Valley College
Board of Trustees: 11/14/2019
Curriculum Approval: 09/23/2019
TOP Code: 1501.00 - English
Chancellors Office Approval:
11/14/2019
C-ID: N/A
Effective Date: Fall 2020
Course Identification Number:
CCC000600050



I. CATALOG DESCRIPTION:

A. Department Information:

Division: Arts & Humanities
Department: English
Course ID: ENGL 086
Course Title: Strategies for College Composition
Units: 1
Lecture: 1 contact hour(s) per week
16 - 18 contact hours per semester
Expected
Outside of 2 hour(s) per week
Class Hours:

Corequisite:
ENGL 101

B. Catalog Description:

This course provides support for English 101, including strategies for college level reading, writing and critical thinking. This course is taken as pass/no pass only.

C. Schedule Description:

This course provides support for English 101, including strategies for college level reading, writing and critical thinking. This course is taken as pass/no pass only.

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

III. STUDENT LEARNING OUTCOMES:

- A. Students will employ strategies to effectively read and understand college level texts
- B. Students will employ strategies to effectively plan, write and document college essays
- C. Students will be able to find personal relevance in assignments, manage time to complete assignments, and recognize writing as a learning process

IV. COURSE OBJECTIVES FOR STUDENTS:

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

- A. Read and understand college level essays by employing strategies such as pre-reading, annotating, interacting with text, identifying structures and key points
- B. Employ strategies to understand and correctly complete writing assignments, generate and organize ideas, draft, edit and revise
- C. Employ strategies to diagnose weaknesses and errors in their writing, understand the causes of these errors, and prioritize corrections
- D. Understand the importance of proper citation of sources as foundation of academic work, and employ effective strategies to locate, evaluate, utilize and document sources to support arguments
- E. Demonstrate metacognition through understanding writing and reading weaknesses and planning for improvement, setting and assessing completion of course assignment and study goals
- F. Understand how to access relevant collegiate support services, such as tutors, counselors, librarians, student health services, etc. to support successful completion of English course
- G. Understand and develop underlying skills that lead to success, such as understanding that writing competence is a process (growth-mindset), finding personal relevance in English assignments, and planning time/schedule to successfully complete assignments

V. COURSE CONTENT:

- A. Understanding foundations of success in English courses
 1. Developing metacognition
 - a. Setting goals for assignments and course study and assessing completion and success
 - b. Understanding weaknesses in course-related skills and developing corrective plans
 3. Understanding relevant support services
 4. Cultivating underlying skills that enable success in English courses
 - a. Growth-mindset - understanding competence in writing as learning process
 - b. Finding personal interest/relevance in English course assignments
 - c. Managing time for successful course assignment completion
- B. Reading strategies
 1. Pre-reading
 2. Reading text
 3. Analyzing text
- D. Understanding and completing writing assignments
 1. Understanding assignments
 2. Generating and organizing ideas into draft
 3. Drafting
 4. Revising and editing
- E. Understanding the foundations of academic work
 1. Importance and rationale for citation
 2. Locating sources
 3. Evaluating sources
 4. Utilizing sources to support arguments

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

- A. Lecture
- B. Distance Education
- C. Class and/or small group discussion
- D. Use of films, videotapes, or other media
- E. Use of written materials: texts, journals, etc.
- F. Classroom demonstrations
- G. Guided practice
- H. Instructor generated handouts

VII. TYPICAL OUT-OF-CLASS ASSIGNMENTS:

- A. Reading assignments are required and may include (but are not limited to) the following:

Note: The core assignments are made in English 101; English 086 assignments give students supporting assignments which allow them to better understand, complete and succeed in the 101 assignments.

1. Read “You Are What You Read” by Tom Fan. Using the reading techniques you have learned, identify the author’s argument or point as well as at least three of the supporting ideas the author uses.
2. After reading chapters 6-7 in the novel *Invisible Man* by Ellison, discuss how one of the themes identified in class was advanced in the chapters read. What new information or example or situation works to develop the theme and in what way? Take 10 minutes to write your ideas and be prepared to discuss them during class discussion.

- B. Writing assignments are required and may include (but are not limited to) the following:

Note: The core assignments are made in English 101; English 086 assignments give students supporting assignments which allow them to better understand, complete and succeed in the 101 assignments.

1. Read “How to Fail” by Peri Smith. In preparation to writing an argument agreeing or disagreeing with the author’s point, discuss what you consider to be 2 of the strongest (if you agree) or weakest supports (if you do not agree) made in the article. In a paragraph, discuss how you would expand on the strong supports or unravel the weak supports in your own argument. In addition, discuss two supports for your position not discussed in the article.
2. Review draft of essay #2. Note (perhaps with highlighter) sourced material (whether directly quoted or paraphrased) you are using to support your thesis. Note your own setup, explication and analysis of sourced material. Write a paragraph reflection on whether the balance of source to setup and analysis is effective and how you could improve the development.

- C. Critical thinking assignments are required and may include (but are not limited to) the following:

Note: The core assignments are made in English 101; English 086 assignments give students supporting assignments which allow them to better understand, complete and

succeed in the 101 assignments.

1. Review essay #2 now that it has been graded. In an informal page or so, write about at least two areas of strength and two areas where you seem to be weakest. For strengths, briefly discuss why those were successful. For weaknesses, self-reflect and discuss what you think the reasons for those weaknesses might be (for example, procrastination, lack of understanding of assignment or some element of the assignment expectations, or some sentence-level issue, etc.) If you were to rewrite this paper, what elements would you give priority? What items should you seek help on?
2. Carefully review the 3 articles to be used as sources for paper #3. For each source provide a paragraph annotation (6-10 sentences). In each annotation, evaluate the relative quality of each source for your particular position. Evaluate on relevant qualities such as currency of source, authority of author and/or medium, bias, competence and rhetorical intent. End each annotation with a consideration of how each source might or might not be useful to your position in terms of each essay's argument, sources and slant.

VIII. METHODS OF EVALUATION

- A. Class participation
- B. Homework
- C. Written papers or reports
- D. Quizzes

IX. TYPICAL TEXT(S):

- A. Graff, Gerald and Cathy Birkenstein They Say/I Say. 4th ed. Norton, 2018.
- B. Kirszner, Laurie G., Stephen R. Mandell The Pocket Cengage Handbook. 7th ed. Cengage, 2017.
- C. No Author (Creative Commons, no attribution) Writing for Success (OER text). University of Minnesota Libraries Publishing, 2015.

X. OTHER SUPPLIES REQUIRED OF STUDENTS:

- A. None