

# ENGL 0000S - ENGLISH 1A SUPPORT

## Catalog Description

Corequisite: Concurrent enrollment in English 1A

Hours: 36 lecture

Description: This class supports students who are concurrently enrolled in English 1A, emphasizing the development and integration of critical thinking, reading, organizing, and writing skills as required for successful execution of college level composition. (not transferable) (pass/no pass grading)

## Course Student Learning Outcomes

- CSLO #1: Develop effective reading strategies and processes and apply to texts, both written and graphic, to comprehend explicit and implicit ideas.
- CSLO #2: Develop and apply effective writing strategies and processes in order to compose appropriately clear and effective college-level writing in the concurrent English 1A course.
- CSLO #3: Develop strategies and processes to conduct college-level research and apply in order to evaluate both hard copy and online materials for credibility, legitimacy, and authority and use summary, paraphrase, and quotation in at least one essay in the concurrent English 1A course.
- CSLO #4: Demonstrate sentence-level proficiency to write grammatically correct sentences.

## Effective Term

Fall 2022

## Course Type

Credit - Degree-applicable

## Contact Hours

36

## Outside of Class Hours

72

## Total Student Learning Hours

108

## Course Objectives

Using course materials and assignments from the concurrently enrolled English 1A, students will:

1. Adapt a variety of reading and writing strategies to supplement materials and assist in reading and writing assignments in English 1A. Use campus support services such as the Writing Center, Pass Peer Tutor, or library to develop and implement reading and writing strategies.
2. Develop metacognition using a variety of reading, writing, and critical thinking activities and assignments.
3. Produce suitable topics, topic sentences, and thesis statements appropriate for college writing.

4. Develop annotation techniques and strategies to explicate and analyze a variety of non-fiction texts and texts types, including visual and graphic texts.
5. Utilize a variety of purposeful development strategies to transform reasoning and evidence into argumentative paragraphs and essay writing.
6. Design a personalized strategy for research that includes locating, organizing, and evaluating research items and incorporating appropriate academic research into writing, properly citing research.
7. Incorporate a variety of sources and/or evidence types into written work.
8. Apply standard rules of grammar, usage, and or academic formatting to student's own work and make appropriate revision and apply appropriate corrections to grammatical, structural, and academic formatting errors.
9. Make meaningful, substantive revisions to own work and provide meaningful feedback on classmates' work in a workshop setting.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- Not Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Students will read and annotate Carol Dweck's "Brainology" and will be asked to share (with a partner) their understanding of and experience with growth and fixed mindset. Those pairs will then combine to form small groups to further discussion. After small group discussion, the pair and small group conversations will help scaffold the larger classroom discussion.
- Objective Examinations
  - Example: 1. Students will take a cumulative grammar quiz on LMS as many times as necessary to achieve a 90% or higher by the end of the semester. 2. Students will correct grammar and mechanical errors in their own work and the work of others 3. Students will develop and utilize a personalized revision process that will substantially improve essays and writing assignments assigned in concurrent 1A course
- Skill Demonstrations
  - Example: Instructors will use contract grading to measure skill demonstration in the course, including but not limited to, participation and meeting due dates, completion of in-class activities and writing assignments, grammar and punctuation quizzes, group activities and workshops, revising and editing, conferencing with the instructor and meeting with the PASS Peer, and completion of all writing assignments for English 1A. For example, students will study proper punctuation through grammar lessons and practice and then use the information to revise their own writing.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

### Lecture:

1. Instructor facilitates the development of student critical thinking, reading, and writing skills at the English 1A level by providing additional support and supplemental learning tools. Students comprehend, evaluate, analyze, and synthesize reading and produce writing assignments based on readings from the English 1A course in which they are concurrently enrolled.
2. Instructor will model appropriate reading and academic behaviors such as, but not limited to, questioning, reading aloud, previewing, annotating, developing a thesis, and outlining/making a mind-map. Students then apply skills individually and in small group discussions.
3. Instructor facilitates student development of metacognition about affective issues, reading, writing, and other academic processes using reflective discussions and writing activities. For example, the instructor asks students to read and analyze a chapter from Dweck's Brainology and discuss in small groups fixed mindset versus growth mindset and how each affects student learning. Students then write a paragraph on the topic, which they then revise and edit.
4. Instructor will provide students the opportunity to practice and develop editing skills through quizzes, activities, and in the context of their own writing in order to produce acceptable college-level grammar and punctuation use. Student will apply grammar and punctuation instruction to their writing.
5. The instructor will provide one-on-one conferences and students will participate in guided instruction and/or conferencing with the PASS Peer (embedded tutor) in order to get individualized help with reading and writing assignments.

## Typical Out of Class Assignments

### Reading Assignments

Students would be assigned the following in the concurrently enrolled English 1A course: Example 1: 1) Read "Women and Work." Look over questions 1 and 2 following the essay and consider the following as well: - As far as you can tell from the essay, what does Lesueur seem to see as the essential value of work? To what has she devoted herself, and why? What does she get out of it? - What issues or concerns does Lesueur's essay illuminate? To what extent does her essay reflect your experience or the experience of others, given the time frame in which she wrote? - What objections might you have to her essay, if any? - What do you think Lesueur would think of Franklin's essay? 2) Respond briefly to the following assertions (do you agree or disagree): - Your work should have social and political value. - All work should be or can be fulfilling. 3) Free write briefly on the following: - What is the origin of your attitudes toward work (or your ideas about it)? - How do your experiences of work and your views about it compare to those of the writers you have read so far? - What conclusions can you draw from your thoughts and experiences: - a) about your views and about the specific work you've done; - b) about work as a concept or fact; - c) about the social value, impact, or significance of work Example 2: 1) Read "Work Union," and "Behind the Counter." Then respond briefly to the following questions: - What do you think of Gilb's argument in "Work Union"? How does your own experience help to create this response? - Is Gilb's essay fair? - What is your response to Schlosser's essay? What seems to be his central point? (If you've ever

worked in a fast food restaurant, does the essay accurately describe your experience?) - Look over question 4 following Schlosser's essay; how would you answer it, and why? Based on the above English 1A assignments, student in English S would complete the following: In light of reading questions, annotate the essays "Women and Work," "Work Union," and "Behind the Counter" using the Metacognitive Bookmark and then fill out a double-sided journal and/or graphic organizers to distinguish similarities and differences between the authors' experiences and your own.

## Writing, Problem Solving or Performance

Students would be assigned the following in the concurrently enrolled English 1A course: Example 1 1) Read "By Means of the Visible" . . . " Although the essay is somewhat dense, as you read it, consider what Mitchell Stephens says about the effects of images—in some cases their limitations, in others, their value (see the last page). In the process of his argument, he also takes you—quickly—through controversies, assertions, and examples taken from history and current media. After you read the essay, look over questions 1-6 following the essay and then do the following: Example 1: - Bring to class, from whatever source, one sample of an image connected to text (e.g., a picture of a street in 19th Century New York along with the accompanying text). To what extent does Stephens' exploration help you to look at the relationship between images and ideas, as well as words and ideas? - Respond to the following statement in writing: we have no true ideas apart from words. What would Stephens say? What do you think? Why? - What were your reactions to the essay? Why did you think the way you did? What role do images play in your understanding of your experience? 2) Look at any one photograph or other image (not photographs of you, your family, or your friends) and consider it in Plato's terms: how might it "hide" truth? In what ways isn't it "real"? 3) Then, look at it in other ways: to what does it refer? What meanings does it suggest? Does the image get at something "real" (social, cultural, scientific, etc.), something important for us to understand? Example 2: 1) Read "Crimes against Humanity." The introduction to the essay makes clear what its central concerns might be, and the essay itself is fairly direct. In any case, consider the questions #'s 1, 3, and 6 following the essay and then respond to the following: 2) Write a brief statement addressing the following questions: what are the thesis and major arguments of Churchill's essay? 3) Write down your own response to the essay. You may want to consider the following questions as you think of your response: - What do you think of Churchill's arguments? Why? - Do the arguments make sense? - Do you accept his conclusions? - Even if you have doubts, how well does he make his case? 4) Consider other stereotypical images (not simply racial, but occupational, economic, etc.) and briefly note down how these stereotypes are like or unlike those described in Churchill's essay. Do these other stereotypes support Churchill's argument? 5. Distance education students will post papers to the class discussion board and critique the posts of their papers. Based on the above English 1A assignments, students in English S would complete the following: Annotate the writing prompt, discuss the reading in small groups using previously completed reading analysis assignments such as graphic organizers, journal responses, and SQ3R or Metacognitive Bookmark generated notes, and then write a zero draft (initial draft) in response to the prompt in class.

## Other (Term projects, research papers, portfolios, etc.)

Students would be assigned the following in the concurrently enrolled English 1A course: Write a minimum of four major papers, of which at

least one includes research and evaluating sources, plus shorter writing assignments which will include one or more of the following: reading responses, in-class assignments, journal entries, shorter full-process essays, and essay or short answer exams. Sample Research Project Outline: Topic: Explore the cultural use or presentation in media, including but not limited to movies and television, of one or another technological and/or scientific development. Your essay will analyze the impact of this technology—its benefits and drawbacks—and the attitudes toward it expressed in the media. Your thesis is up to you: e.g., an argument or a claim about the technology and its cultural impact and/or a claim about the attitudes toward this development expressed in the media. See "The Body at War," "Enemies of Promise," "Biotech Century," or "The Car and Its Enemies" for examples. We'll do some of this in class when we view the parts of movies and television series episodes. Requirements: Length: 5-6 pages Research: A minimum of 7 sources consulted A minimum of 4 sources cited in the text Format: MLA format for citations (see Hacker and in-class work) MLA format includes: - A "Works Cited" page - A bibliography of all works consulted Assignment: For each essay listed in the syllabus, jot down the following: - Its thesis - Its attitude toward technology - Its relationship, if any, to your topic (directly or by implication) Thesis development - Potential thesis (a statement of your central claim or argument) Research, Essay Development Update - Thesis - Outline of potential essay - List of sources consulted Research, Essay Development Update - Thesis - Outline of potential essay - Updated list of sources consulted Update, Preliminary Draft - Bibliography - Introduction Drafts Based on the above English 1A assignments, students in English S would complete the following: Annotate the prompt, prewrite, develop thesis statements and scratch outlines for assigned essays in class and use additional tools such as previously completed reading analysis assignments to develop thesis statements and outlines outside of class. Write drafts, revise, and edit in class as needed, including bibliography and works cited pages. Conference and work with the instructor regarding the essay assignments, and work with the PASS Peer (embedded tutor) to get assistance both in and outside of class.

## Required Materials

### Other materials and-or supplies required of students that contribute to the cost of the course.

All materials and/or supplies required of students will be assigned in the concurrently enrolled English 1A course. Students will use the English 1A materials in the English 1A Support class.