

ENGL 0802 - FOUNDATIONS OF ACADEMIC LITERACY

Catalog Description

Prerequisite: Placement by matriculation assessment process

Hours: 80 activity

Description: Course prepares students to begin English N, an integrated developmental college composition and reading course. Reading comprehension, composition, grammar, and sentence development skills are addressed. (pass/no pass grading) (noncredit)

Course Student Learning Outcomes

- CSLO #1: Demonstrate fluency in literal reading comprehension skills.
- CSLO #2: Demonstrate a variety of sentence-level skills, including sentence development and grammatical correctness.
- CSLO #3: Demonstrate the ability to develop an intact paragraph, including a topic sentence, major details and minor details.

Effective Term

Fall 2017

Course Type

Noncredit

Contact Hours

80

Outside of Class Hours

40

Total Student Learning Hours

120

Course Objectives

1. Identify parts of speech.
2. Differentiate elements of sentences.
3. Identify stated and implied topic, topic sentence and main idea of paragraphs in reading and writing.
4. Utilize reference materials (dictionary, thesaurus, grammar guides) independently to expand vocabulary.
5. Apply a variety of reading strategies to different types of text (fiction, informational, argument).
6. Compose paragraphs that have a clear topic sentence and supporting details.
7. Explain important elements of text (evidence, plot development, pattern of organization) in writing.
8. Correct sentence level errors in grammar and clarity.

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

- Problem Solving Examinations
 - Example: 1. Identify the words in this sentence that are not used correctly: a. I needed to go to the store weather or not I had to take the bus. Their are groceries I need to by. 2. Correctly punctuate these sentences: a. When the clock chimed midnight the ghosts came out to play Sometimes there were only a few other times many ghosts came to the party.
- Skill Demonstrations
 - Example: Write a paragraph on the following topic: Describe the activities students do to be successful. Write at least five sentences. Use simple present tense. Use correct form, capitalization, and punctuation.

Repeatable

Yes

Methods of Instruction

- Activity

Activity:

1. Instructor lead activity using summary charts of phonic sound patterns to include vowel and consonant digraphs and blends.
2. Apply summary and response skills to a variety of appropriate texts.
3. Instructor lead activity using text examples of topic and topic sentence structure (i.e., main idea). Small group interaction and discussion to review practice exercises for grammar, sentence structure, spelling and other issues of basic standard mechanics and grammar.
4. Guide students through a reading project where they must image, outline, map, and summarize a novel. This is a five-page final reading project.

Typical Out of Class Assignments Reading Assignments

1. Read Barbara Lazaer Ascher's "On Compassion" and complete the following tasks: a. Compose a short 5 sentence summary of the article that includes a statement of the author's main idea. b. Write a response to the author's ideas, stating whether you agree or disagree. 2. Complete a reading log that lists all the reading you have done over the last week and identify at least one issue you had while reading.

Writing, Problem Solving or Performance

1. The mouse ran across the floor. The mouse stole the cookie. Write 5 new sentences that combine these two sentences into one. Some of your new sentences should use coordinating conjunctions and some should use subordinating conjunctions. 2. Explain the metaphor in the last sentence of this paragraph from Brent Staples "Just Walk on By": And on late-evening constitutionals I employ what has proved to be an excellent tension-reducing measure: I whistle melodies from Beethoven and Vivaldi and the more popular classical composers. Even steely New Yorkers

hunching toward nighttime destinations seem to relax, and occasionally they even join in the tune. Virtually everybody seems to sense that a mugger wouldn't be warbling bright, sunny selections from Vivaldi's Four Seasons. It is my equivalent of the cowbell that hikers wear when they know they are in bear country.

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

Keep a log of vocabulary words you encounter in your reading that are unfamiliar to you.

Required Materials

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

Materials will be provided to students.