

Modesto Junior College
Course Outline of Record Report
 03/03/2022

ENGL45 : Accelerated Reading, Writing, and Reasoning

General Information

| | |
|-------------------------------------|--|
| Faculty Author: | • Caroline Miller |
| Attachments: | ENGL 45 DE Addendum Fall 2020 Newest.pdf ENGL 45 DE Addendum FA 2020..pdf ENGL-45_FA17.pdf ENGL 45_shelley email.pdf ENGL 45_Screen Shot.pdf ENGL 45.pdf ApprovalLetter_ENGL 45_CCC000571827.pdf |
| Course Code (CB01) : | ENGL45 |
| Course Title (CB02) : | Accelerated Reading, Writing, and Reasoning |
| Department: | English |
| Proposal Start Date: | MJC Summer 2020 |
| TOP Code (CB03) : | (1501.00) English |
| CIP Code: | (23.0101) English Language and Literature, General |
| SAM Code (CB09) : | Non-Occupational |
| Distance Education Approved: | No |
| Is Distance Education Course: | No |
| Course Control Number (CB00) : | CCC000571827 |
| Curriculum Committee Approval Date: | 01/24/2017 |
| Board of Trustees Approval Date: | 03/08/2017 |
| External Review Approval Date: | 09/01/2018 |
| Course Description: | This is an accelerated composition class that takes the place of the English 49 and English 50 two course sequence. It focuses on the college level reading, writing, and critical thinking skills students will need for English 101 with more structure, time, tutoring, and support. Students will learn to critically read and engage in text-based writing with academic texts. |
| Proposal Type: | No value |
| Faculty Author: | No value |

Discipline(s)

| | |
|---|-----------|
| Master Discipline Preferred: | • English |
| Bachelors or Associates Discipline Preferred: | No value |

Course Coding

| | | |
|--|--|---|
| Basic Skill Status (CB08) Course is a basic skills course. <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge | Course Special Class Status (CB13) Course is not a special class. Repeatability 0 | Grading • A-F or P/NP Course Prior To College Level (CB21) Two levels below transfer, <input type="checkbox"/> Allow Students To Audit Course |
| Rationale For Credit By Exam/Challenge No value | Type of Repeat No value | |
| Course Support Course Status (CB26) Course is not a support course | | |

Associated Programs

Course is part of a program (CB24)

| | | |
|---------------------------------------|-------------------------------|---------------|
| Associated Program No value | Award Type No value | Active |
|---------------------------------------|-------------------------------|---------------|

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

| | |
|--|---|
| Transferability Not transferable | Transferability Status Not transferable |
|--|---|

Units and Hours

Summary

| | |
|--|-----|
| Minimum Credit Units (CB07) | 6 |
| Maximum Credit Units (CB06) | 6 |
| Total Course In-Class (Contact) Hours | 108 |
| Total Course Out-of-Class Hours | 216 |
| Total Student Learning Hours | 324 |

Credit / Non-Credit Options

| | | |
|--|--|--|
| Course Credit Status (CB04) Credit - Not Degree Applicable | Course Non Credit Category (CB22) Credit Course. | Non-Credit Characteristic No Value |
|--|--|--|

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

| | In Class | Out of Class |
|------------------|----------|--------------|
| Lecture Hours | 6 | 12 |
| Laboratory Hours | 0 | 0 |
| Activity Hours | 0 | 0 |

Course Student Hours

| | |
|--|------|
| Course Duration (Weeks) | 18 |
| Hours per unit divisor | 52.5 |
| Course In-Class (Contact) Hours | |
| Lecture | 108 |
| Laboratory | 0 |
| Activity | 0 |
| Total | 108 |
| Course Out-of-Class Hours | |
| Lecture | 216 |
| Laboratory | 0 |
| Activity | 0 |
| Total | 216 |

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

| Activity Name | Type | In Class | Out of Class |
|---------------|----------|----------|--------------|
| No Value | No Value | No Value | No Value |

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction (Typical)

INSTRUCTIONAL METHODS

| | |
|-----|---|
| MOI | <ol style="list-style-type: none"> 1. Provide sophisticated readings on relevant topics 2. Model reading strategies, such as "think aloud" and annotations 3. Lecture and lead class discussion 4. Direct small group discussions and activities 5. Oversee peer review workshops 6. Model effective writing strategies and techniques 7. Provide step-by-step guided practice on a variety of assignments 8. Facilitate discussion on the requirements and expectations of assignments, essay prompts, rubrics, etc. 9. Instructor/student conferences, face-to-face or online 10. Create a learning environment that empowers students and builds their confidence and motivation 11. Communicate actively and intrusively with students in person or electronically 12. Provide online videos and tutorials 13. Present relevant movie clips and/or you tube videos 14. Utilize embedded counselor and librarian |
|-----|---|

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Weekly reading assignments
2. Weekly preparation for quizzes and exams
3. A minimum of 6000 words of edited composition writing
4. Multiple drafts for essays per term
5. Weekly journal entries

Evidence of Critical Thinking (Quality)

1. Out-of-class Essay: In a well-supported, well-organized, thesis driven essay argue whether Angie Bachmann, whose story is described in Chapter 9 "The Neurology of Free Will: Are We Responsible for Our Habits" in *The Power of Habit*, should be held accountable for her gambling debts based on what you know about addictions from "Rat Pack: The Radical Addiction Experiment" by Lauren Slayter and habits from *The Power of Habit* by Charles Duhigg.
2. In-class Essay: Choose one of the main traits or concepts which impact student motivation from "The Significance of Grit" by Deborah Perkins-Gough and Angela Duckworth, "Brainology: Transforming Students' Motivation to Learn" by Carol Dweck, or "I Just Wanna Be Average" by Mike Rose. In a thesis driven essay, explain how this trait or concept has impacted your motivation as a student using at least two specific, detailed incidents from your educational history and evidence from the text as support.

Methods of Evaluation (Typical)

Rationale

FORMATIVE EVALUATION

1. Summaries and journal entries on assigned readings

2. Out-of-class essays
3. In-class essay midterm
4. Quizzes
5. Group work and class participation

SUMMATIVE EVALUATION

1. In-class essay final
2. Course Portfolio

Equipment

No Value

Textbooks

| Author | Title | Publisher | Date | ISBN |
|-------------------------------------|--|-------------------------|------|------------|
| Daniel Chacon | And the Shadows Took Him | Washington Square Press | 2005 | 0743466394 |
| Joyce Cain | Grammar for Writing | Pearson | 2012 | 013208985 |
| Laurie Kirszner and Stephen Mandell | Focus on Writing: Paragraphs and Essays (3rd Ed.) | Bedford/St Martin's | 2013 | 1457633270 |
| Rebecca Cox | The College Fear Factor: How Students and Professors Misunderstand One Another | Harvard UP | 2011 | 0674060166 |
| Rick Rivera | The Fabricated Mexican | Arte Publico Press | 1995 | 1558851306 |
| Susan Anker | Real Essays with Readings (5th Ed.) | Bedford/St Martin's | 2015 | 1319007768 |
| Wes Moore | The Other Wes Moore: One Name, Two Fates (Reprint Ed.) | Spiegel and Grau | 2011 | 0385528207 |

Other Instructional Materials

No Value

Learning Outcomes and Objectives

Course Objectives

Articulate the main idea and supporting elements from a reading selection.

Read critically to identify the writer's purpose, point of view, organizational structures, manner of presentation, and other techniques used to construct an effective piece of writing.

Experiment with prewriting and other invention strategies as vehicles for thesis and essay development.

In response to a written text, propose and develop a thesis, and support that thesis with appropriate details and examples, including support from primary and secondary sources.

Integrate outside sources into their writing effectively, using MLA documentation for paraphrase, summary, and word-for-word quotes.

Write fully developed essays that provide coherence among and within paragraphs and use logical transitions in order to achieve unity and coherence.

Revise for coherence, unity, content, and audience impact based on grading rubric and various forms of criticism, including instructor feedback, peer feedback, and self-evaluation with a view toward improving the effectiveness of the writing.

Recognize and use editing skills according to the characteristics of Standard Written English, including using a variety of sentence structures, maintaining sentence boundaries, and using appropriate diction.

CSLOs

Write thesis-driven essays that synthesize ideas from outside sources while demonstrating awareness of development, coherence, unity, audience, and Standard Written English.

Expected SLO Performance: 0.0

ISLOs Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.

Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.

Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.

Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.

Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Summarize the main and supporting elements of a reading selection.

Expected SLO Performance: 0.0

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Revise to improve the effectiveness of an argument, organization and development of ideas, language use, and sentence clarity and correctness.

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Content

Course Content

1. Critical Reading Skills:

1. Recognize and evaluate an author's strategies for developing and supporting a claim and/or extended argument
2. Recognize and articulate the difference between an author's main idea and support
3. Recognize the organizational strategies used by an author to convey a point
4. Develop a critical eye for identifying a writer's tone, audience, purpose, and point of view
5. Identify strategies for approaching challenging texts
 1. previewing
 2. annotating
 3. note taking
 4. reviewing

5. metacognition
 6. Distinguish fact from opinion and literal versus inferential meanings in a text
 7. Synthesis of multiple college-level readings and application of these concepts to personal experience, current events, and/or other disciplines
 8. Strategies for analyzing and synthesizing a book length text
2. Critical Writing Skills:
1. Understanding the basics of good writing skills
 1. awareness of audience, tone, purpose, and effective support
 2. effective paragraph structure and development
 3. creating coherence within and between paragraphs
 4. understand significance of writing as a process, peer review, revision, and editing in order to achieve unity and readability
 5. identify and adhere to conventions of standard English
 2. Constructing effective essays
 1. understand role of thesis and/or main idea
 2. strategies for effective introductions and conclusions
 3. strategies for generating ideas
 4. strategies for supporting their ideas in response to texts
 3. Incorporating multiple sources
 1. choosing relevant and useful ideas from sources and applying them effectively to develop or support their own argument
 2. distinguishing between their ideas and the ideas of others
 3. using MLA format and documentation for citing sources accurately and correctly in-text and for a works cited page
 4. understanding differences between summary, paraphrase, and direct quotes and when and how to use them effectively
 5. avoiding plagiarism
3. Student Success Skills
1. Acknowledge the complexities of academic reading and writing tasks and foster growth mindset in response to these challenges
 2. Acknowledge and understand academic policies and procedures to promote student responsibility
 3. Prepare for the rigor of academic texts
 4. Recognize the value of and utilize student support services
 1. Library and Learning Center
 2. Tutoring
 3. Teacher Office Hours
 4. Disability Center and Testing
 5. Counselors and Success Specialists
 6. Computer Labs
 7. Online Learning Platforms
 8. Supplemental Instruction or Embedded Tutors, if offered
 5. Adopt behavioral strategies for student success in a college-level course
 1. develop peer support networks
 2. participate in peer study groups and/or mentoring
 3. recognize the need for collaboration to accomplish challenging college level tasks
 4. manage time wisely to complete homework
 5. understand the importance of attendance for academic success
 6. Develop metacognition about academic challenges
 1. engage with faculty to determine need for remediation
 2. respond to interventions appropriately
 3. develop awareness of the learning process to promote self-intervention