COURSE OUTLINE
CHAFFEY COLLEGE

Discipline: English

1. COURSE IDENTIFICATION: ENGL 675

2. COURSE TITLE: Preparation for College Reading and Writing

3. UNITS: 0
   Lecture Hours: Normal: 72 Range: 64 - 76

4. GRADING: Pass/No-Pass

5. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 3

6. REQUIRED AND/OR RECOMMENDED BACKGROUND:
   Prerequisite(s): None
   Corequisite(s): None
   Advisory: None
   Limitation on Enrollment: None
   Assessment Level: None

7. CATALOG DESCRIPTION:
   Introduces the inexperienced reader and writer to a variety of pre-college and college-level texts and writing situations. Prepares students for the thinking, reading, and writing skills necessary to succeed at the college level. Ten hours of supplemental learning in a Success Center that supports this course are required. Upon successful completion of the course, student may re-assess for possible placement into the credit curriculum. May be taken three times.

8. CONTENT (Scope and Description of Content):

   Order and emphasis of core topics may vary from instructor to instructor.

CONTENT (Scope and Description of Content)

   A. Comprehension
      1. Main Ideas and Evidence
      2. Thesis Statements
      3. Organizational Patterns
      4. Transitions
      5. Inferences
      6. Audience, Purpose, and Tone
      7. Bias and Faulty Reasoning
   B. Vocabulary
      1. Context Clues
      2. Word Attack Strategies (Prefix, Root, Suffix)
      3. Connotation/Denotation
C. Study Skills
1. Text Annotation
2. Note Taking Strategies and Graphic Organizers (Cornell Notes, Concept Mapping, Outlining, Summarizing)
3. Analyzing Text - 3 Stages of Reading (Before Reading: Previewing; During Reading: Predicting, Questioning, Making Connections, Visualizing; After Reading: Review)
4. Reading Textbooks (Preview text features and content, Attention to one chapter)
5. Metacognitive Skills (Fix-up Strategies)

D. Critically Reading
1. Contextualize (text in historical, biographical and cultural contexts).
2. Reflect on challenges to your beliefs and values.
3. Evaluate on author’s perspective

E. Composition Development
1. Essay structure- introduction, body, and concluding paragraphs
2. Essay implementing various patterns of organization.
3. Analyze and differentiate between various types of essay development, including exposition (analysis, classification, definition, comparison and contrast, and cause and effect) and argumentation.
4. Write essays for a specific purpose to a specific audience using an appropriate voice for those readers.
5. Sentence variety (combine phrases, clauses, and sentences).
6. Demonstrate understanding of the logical relationship among the parts of a composition.

F. Revision and Editing
1. Prewriting/idea generation.
2. Outlining
3. Drafting
4. Revision
5. Editing

G. Research Skills
1. Define a research topic, posing relevant questions with an appropriate scope.
2. Identify and utilize a variety of effective support and credible sources for a research essay.
3. Proficiency in citing sources in MLA format (in-text citations and a works cited page)
9. OBJECTIVES:

Upon completion of the course, students should be able to:

A. Suggest authors’ purposes and describe the tones of various non-fiction and some fiction texts. Begin to distinguish between fact and opinion in texts, and explore the connections between tone, purpose, and audience in various writing situations, in non-fiction and some fiction texts.

B. Demonstrate the reading process, including previewing, setting a purpose, integrating knowledge, thinking metacognitively, questioning, and recalling and reacting to various genres of non-fiction, including informative expository writing, editorials, trade and journal articles.

C. Develop critical thinking strategies such as identifying important information in texts by annotating, summarizing, outlining and mapping, using direct statements, prior knowledge, including reflecting on and making connections to text and "reading between the lines" for drawing conclusions in non-fiction texts, to reflect on reading and one's own writing.

D. Describe authors’ awareness of audience, purpose, and tone shapes assigned reading materials and class assignments and begin to utilize this understanding in drafting writing assignments.

E. Use stages of the writing process including prewriting, writing, revising, and utilizing feedback to draft a variety of short compositions, paragraphs and essays (1-3 pages), in a variety of genres, including descriptive writing, summary, reflection, and some introductory analysis.

F. Utilize titles, headings, and tables of contents to assist in interpreting meaning in assigned readings. Practice a variety of free-writing and brainstorming activities in response to reading assignments and as a means of generating ideas for writing.

G. Recognize main ideas and supporting details and evidence at the paragraph level and thesis statements and controlling ideas at the composition level in assigned readings, as well as topics and organization patterns. Formulate clear and specific main ideas and thesis statements in one’s own writing, and develop the ability to think logically and express thoughts in clear, effective paragraphs and short essays.

H. Recognize the role diction and vocabulary play in successful written communication through the effective use of academic tools.

I. Develop strategies for success in this and other college classes, including an introduction to basic research methods and tools such as dictionaries and thesauruses; library resources, including e-reserve and data bases; creation and simple editing of documents using Microsoft Word; and Internet search engines, including identification of the use and purpose of Internet domains.

10. METHODS OF INSTRUCTION:

Instructors may employ any of the following instructional methodologies:

A. Lecture
B. Laboratory assignments
C. Demonstrations
D. Observations
E. Guest speakers
F. Internet instruction
G. Collaborative Group Work
H. Web-based presentations
I. One-on-one tutorials
J. Outside research
K. Practicum
L. Role Playing
M. Simulations
N. Skill-building exercises
O. Small group or directed class discussion
P. Student-instructor conferences
Q. Study groups
R. Computer assisted instruction

11. OUT-OF-CLASS ASSIGNMENTS:

The following assignments are representative. Specific assignments will vary from instructor to instructor.

A. Reading
   Supporting references, Websites, Study guides, Periodicals, Course handouts, Textbooks
   Keep a reading journal and record thoughts, ideas, and other personal responses to the assigned texts.

B. Writing
   Notebook/journal, Paragraphs, Essays, Research papers, Portfolios, Analyses, Reports, Responses/Reactions, Critiques
   After reading through a short article, summarize the author's main ideas by conducting some basic analysis of the article, describing the author's tone and considering his or her purpose.

C. Critical Thinking
   Summarizes the problem/question/work assignment, Communicates effectively, Considers the influence of context and assumptions, Analyzes appropriate supporting data/evidence, Communicates own perspective or position, Identifies implications and consequences, Integrates others' perspectives and positions, Applies appropriate tools in problem-solving, Applies investigative or lab skills in inquiry
   Consider and articulate the significance of a text by reflecting on such elements as relevant background or historical information and/or the experiences of both writer and reader.

D. Other
   Portfolios, Audio/video projects, Observation/Evaluation of performances, Creative projects, Group projects, Research projects, Computer-assisted modules, Presentations, Performance
   Develop an ongoing list of new vocabulary words, using a dictionary and thesaurus to define the words and identify synonyms.

12. METHODS OF EVALUATION:

The following evaluation methods are representative. Specific applications will vary from instructor to instructor.

A. A grading scale specified in the course syllabus
B. Analytical projects
C. Application of knowledge/skill
D. Class presentations
E. Completion of homework assignments
F. Creative projects
G. Demonstrated ability
H. Essay exams
I. Essays
J. Group projects
K. Journals
L. Notebooks
M. Objective exams and quizzes - completion
N. Objective exams and quizzes - matching
O. Objective exams and quizzes - multiple choice
P. Objective exams and quizzes - problem solving
Q. Objective exams and quizzes - short answer
R. Objective exams and quizzes - true-false
S. Observation
T. Oral exams and quizzes
U. Oral reports
V. Participation in classroom discussion
W. Performance
X. Portfolios
Y. Problem sets
A@. Research papers
AA. Research projects
AB. Simulations
AC. Standardized tests
AD. Student practicum
AE. Written reports

13. TEXTS AND SUPPORTING REFERENCES:
Instructors may choose from among the following representative texts

Texts: