I. **OVERVIEW**

The following information will appear in the 2016 - 2017 catalog

**ENGL 45—ACCELERATED READING, WRITING, AND REASONING**  
6 UNITS

**108.00 Lecture Hours**

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. Students who achieve a passing score on their writing portfolio will place directly into English 101. Field trips are not required. Not repeatable. (A-F or P/NP)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. **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
      
      a. previewing
      b. annotating
      c. note taking
      d. reviewing
      e. 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
B. Critical Writing Skills:

1. Understanding the basics of good writing skills

   a. awareness of audience, tone, purpose, and effective support
   b. effective paragraph structure and development
   c. creating coherence within and between paragraphs
   d. understand significance of writing as a process, peer review, revision, and editing in order to achieve unity and readability
   e. identify and adhere to conventions of standard English

2. Constructing effective essays

   a. understand role of thesis and/or main idea
   b. strategies for effective introductions and conclusions
   c. strategies for generating ideas
   d. strategies for supporting their ideas in response to texts

3. Incorporating multiple sources

   a. choosing relevant and useful ideas from sources and applying them effectively to develop or support their own argument
   b. distinguishing between their ideas and the ideas of others
   c. using MLA format and documentation for citing sources accurately and correctly in-text and for a works cited page
   d. understanding differences between summary, paraphrase, and direct quotes and when and how to use them effectively
   e. avoiding plagiarism

C. 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

   a. Library and Learning Center
   b. Tutoring
c. Teacher Office Hours
d. Disability Center and Testing
e. Counselors and Success Specialists
f. Computer Labs
g. Online Learning Platforms
h. Supplemental Instruction or Embedded Tutors, if offered

5. Adopt behavioral strategies for student success in a college-level course
   a. develop peer support networks
   b. participate in peer study groups and/or mentoring
   c. recognize the need for collaboration to accomplish challenging college level tasks
   d. manage time wisely to complete homework
   e. understand the importance of attendance for academic success

6. Develop metacognition about academic challenges
   a. engage with faculty to determine need for remediation
   b. respond to interventions appropriately
   c. develop awareness of the learning process to promote self-intervention

B. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>108</td>
<td>6.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

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 YouTube videos

14. Utilize embedded counselor and librarian

D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   A. Weekly reading assignments
   
   B. Weekly preparation for quizzes and exams
   
   C. A minimum of 6000 words of edited composition writing
   
   D. Multiple drafts for essays per term
   
   E. Weekly journal entries

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*

   A. 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 abased 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.

   B. 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.

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives
   Upon satisfactory completion of this course, the student will be able to:
   a. Articulate the main idea and supporting elements from a reading selection.
   b. 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.
   c. Experiment with prewriting and other invention strategies as vehicles for thesis and essay development.
   d. 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.
   e. Integrate outside sources into their writing effectively, using MLA documentation for paraphrase, summary, and word-for-word quotes.
   f. Write fully developed essays that provide coherence among and within paragraphs and use logical transitions in order to achieve unity and coherence.
   g. 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.
   h. 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.

IV. METHODS OF EVALUATION (TYPICAL)

A. 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

B. SUMMATIVE EVALUATION
   1. In-class essay final
   2. Course Portfolio
ENGL - 45: Accelerated Reading, Writing, and Reasoning

Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

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

2. Summarize the main and supporting elements of a reading selection.
3. Revise to improve the effectiveness of an argument, organization and development of ideas, language use, and sentence clarity and correctness.