

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ENGLISH 030 – COMPREHENSIVE SUPPORT FOR FRESHMAN COMPOSITION

2 hours lecture, 2 units

Catalog Description

This course is designed to offer thorough, comprehensive support for students who are enrolled in English 120 (Freshman Composition), and for whom the 1-unit ENGL 020 Support for Freshman Composition co-requisite may be inadequate. In a highly supported learning environment, students practice reading, writing, and revision strategies through scaffolded assignments that build transfer-level academic skills. Course emphasizes in-class writing, directly incorporates student support services, and fosters student self-awareness, reflection, and advocacy. **Pass/No Pass Only. Non-Degree Applicable.**

Prerequisite

None

Corequisite

Concurrent enrollment in ENGL 120

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Read and comprehend college-level text.
- 2) Identify the main idea of an assigned reading.
- 3) Describe the elements of an argumentative essay.
- 4) Write in sentences that convey clear ideas about topics and/or readings.
- 5) Recognize and correct sentences containing basic errors in spelling, grammar, punctuation, sentence structure and usage.

Course Content

- 1) Types of texts commonly found in transfer-level courses
- 2) Organizational elements and common features of academic and/or college-level texts
- 3) Reading comprehension strategies, such as previewing, annotating, mapping, and outlining
- 4) Paraphrasing, summarizing, and quoting text
- 5) Summary vs argument and the elements of claims
- 6) Counterarguments, refutations, and concessions
- 7) Critical thinking and logical connections
- 8) Rhetorical strategies, audience and purpose
- 9) Integrating sources
- 10) MLA format and citations
- 11) Pre-writing strategies
- 12) In-class and/or timed essay writing skills
- 13) Writing processes
- 14) Paragraph formats and features
- 15) Expanding ideas for depth, detail, and thoroughness
- 16) Techniques for selecting evidence and performing close analysis
- 17) Tips for writing brevity and efficiency in language
- 18) Strategies for revision and editing
- 19) Grammar, sentence structure, usage

- 20) Transitions and variations in structure
- 21) Internet and library research, including databases
- 22) Source reputability and bias
- 23) Plagiarism and academic integrity
- 24) Campus and personal support services, including tutoring and learning assistance
- 25) Learning strategies and time management
- 26) Metacognition, self-reflection, and self-advocacy

Course Objectives

Students will be able to:

- 1) Read, comprehend, deconstruct, and analyze college-level texts by employing reading comprehension strategies, such as previewing, annotating, mapping, and outlining.
- 2) Write organized, coherent, and developed essays with a clear thesis, structured paragraphs with topic sentences and relevant support, effective transitions and a relevant conclusion.
- 3) Apply the writing process to improve the quality of assignment drafts through pre-writing, review, revision, and editing.
- 4) Identify and correct sentence-level errors in writing (including grammar, usage, etc.), challenges in the organization and development of ideas, and mistakes in citations and formats.
- 5) Develop strategies for successfully responding to writing prompts in timed writing or on-demand settings.
- 6) Utilize Internet and/or library research skills to select and integrate reputable, relevant sources into assignments.
- 7) Uphold the principles of academic integrity by submitting original work, using appropriate and authorized resources, and identifying and avoiding behaviors that constitute academic misconduct.
- 8) Identify and reflect on learning successes and challenges, and demonstrate growth through intentional skill-building practices.
- 9) Access campus support services, practice self-advocacy, and integrate habits that lead to personal and professional success.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Assigned reading activities and assignments
- 2) In-class writing exercises and assignments
- 3) Essay drafts and assignments that relate to the writing process (outlines, maps, drafts)
- 4) Participation in small group activities, including peer review and partner work
- 5) Exams and quizzes
- 6) In-class presentations
- 7) Reflection activities

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom

Method of Instruction

- 1) Lecture
- 2) Small group and partner work
- 3) Peer review
- 4) Large and small group discussion
- 5) Individualized work in a lab setting

- 6) Guest speakers and/or other integration of campus support services

Out-of-Class Assignments

- 1) Reading assignments, including annotations, reading logs, summaries, and responses
- 2) Writing assignments, such as outlines, essay drafts, etc.
- 3) Editing and revision work
- 4) Peer review activities
- 5) Reflection and metacognitive work
- 6) Utilization of and/or activities related to campus learning, academic, and personal support services

Texts and References

- 1) Required (representative examples):
 - a. Hacker, Diana and Nancy Sommers. *A Writer's Reference with Exercises* 9th ed. Macmillan Learning, 2018.
 - b. Woodworth. *English Composition Guide* 14th ed. Fountainhead Press, 2014.
 - c. Aaron, Jane and Michael Greer. *The Little, Brown Compact Handbook*. Pearson, 2018.
- 2) Supplemental: none.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Earn a passing grade in ENGL 120 (Freshman Composition).
- 2) Utilize the various phases in the writing process—prewriting, writing revision, and proofreading—to produce clear, well-supported, well-organized essays.
- 3) Using meta-language of effective writing, describe the ways in which their own work and the work of other students meets the standards and structures of required essay assignments.