

English 1 _____

Course Title and Number



**EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD**

I. GENERAL COURSE INFORMATION

Subject and Number: English 1

Descriptive Title: Integrated Reading/Writing

Course Disciplines: English

Division: Humanities

Catalog Description:

This course integrates the reading and writing processes to prepare students for transfer-level reading and writing tasks. Students develop college-level reading comprehension and strengthen expository writing skills.

Conditions of Enrollment:

Specify Prerequisite, Corequisite, Recommended Preparation, Enrollment Limitation or None. qualification by assessment

Course Length: Full Term

Hours: Lecture: 3.0 Laboratory: _____ TBA: _____

Course Units: 3

Grading Method: Letter Pass/No Pass Both No Grade

Course Type: Credit, Degree Applicable Credit, Not Degree Applicable Non-Credit

Transfer CSU: Yes Effective Date (Specify) _____ No

Transfer UC: Yes Approval Date _____ Pending No

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES *List 3 student learning outcomes. Provide a short title for each.*

1. Demonstrate literal and inferential comprehension of non-fiction, multi-paragraph, college-level texts.
2. Write a multi-paragraph thesis-driven expository essay that has undergone revision and demonstrates readiness for college-level writing.
3. Use basic rules of grammar, spelling, usage, and punctuation so that ideas are clear.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. COURSE OBJECTIVES List the major learning objectives for course. These must be stated in behaviorally measurable terms and demonstrate critical thinking skills.

Provide a representative assessment method for each from this list. If you select “other” give an explanation.

1. Apply knowledge of academic habits of mind.
Written Homework
2. Engage in metacognitive conversations about strategies for academic reading, reasoning, and writing
Written Homework
3. Summarize, analyze, evaluate, and synthesize college-level texts.
Written Homework
4. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process .
Term or Other Papers

III. **OUTLINE OF SUBJECT MATTER** Topics should be detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	5	I	Academic Habits of Mind for College Success A. Problem solving and college success B. Metacognitive learning strategies C. Self efficacy, personal academic identity and their effect on learning D. Time management (prioritization) and its role in college success
Lecture	20	II	Academic Reading Strategies A. Pre-Reading I. Surfacing and/or building schema (background knowledge) II. Previewing genre, author purpose, and intended audience III. Establishing a purpose for reading IV. Predicting B. Active Reading Strategies I. Questioning II. Connecting III. Summarizing IV. Paraphrasing V. Predicting VI. Annotating VII. Monitoring comprehension VIII. Building knowledge when needed (looking up important words and concepts) IX. Thinking Aloud as an audible way to foster metacognitive conversation (noticing and discussing cognitive strategies) X. Talking to the Text as a written way to foster metacognitive conversation (noticing and discussing cognitive strategies) XI. Noticing and identifying rhetorical strategies in the text (how the author creates meaning--author moves) XII. Defining tone XIII. Defining the author's thesis XIV. Distinguishing author claims, evidence, underlying assumptions, and counterarguments C. Post-Reading (this overlaps with the academic writing process below)

			<ul style="list-style-type: none"> I. Metacognitive conversation about cognitive reading strategies II. Summarizing III. Paraphrasing IV. Drawing inference V. Questioning VI. Analyzing VII. Evaluating VIII. Synthesizing
Lecture	15	IV	<p>Application of the Writing Process:</p> <ul style="list-style-type: none"> A. Prewriting and invention strategies such as freewriting, brainstorming, listing, clustering, and outlining B. Composing, both in and out of class C. Revision: multiple revisions at various stages of the writing process in response to feedback D. Editing for mechanics, basic grammar, and usage: fragments, run-ons and comma splices, tense, point of view, agreement, pronoun use, commas, and apostrophes E. Metacognitive reflection (student reflection on his/her writing process) F. A minimum of 3-4 distinct essays must be assigned and formally graded. Students should produce a minimum of 3,500 words for all essay final drafts combined. However, students should generate a significant amount of additional writing through low-stakes writing assignments, assignments designed to support the reading process, and writing that encourages metacognitive reflection. In addition, the feedback and drafting processes should result in additional writing practice.
Lecture	5	V	<p>Critical reading and writing strategies:</p> <ul style="list-style-type: none"> A. Assessing reading and writing situations: speaker/writer, topic, audience, purpose (aim), context/culture, main idea, arguments, support, patterns of organization, methods of development B. Tone C. Bias D. Inference (Finding and understanding implied meanings) E. Fact vs. Opinion (Objective vs. subjective) F. Word connotations and figurative language G. Analysis and interpretation H. Summary I. Paraphrase J. Quotation

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Lecture	4	VI	Identifying and applying patterns of organization and development: A. Rhetorical patterns: narration, comparison/contrast, cause and effect, definition, exemplification/illustration, description, and argumentation/persuasion B. Ordering of ideas: chronological order, emphatic order, spatial order, and cause/effect C. Transitional devices used with organizational patterns
Lecture	5	VII	Elements of an effective academic essay: A. Thesis statement B. Topic sentences C. Primary and secondary supporting evidence D. Introductions E. Conclusions F. Source/Quote integration G. Proper sentence structure and clarity H. Proper mechanics I. Proper word choice J. MLA format
Total Lecture Hours			54
Total Laboratory Hours			
Total Hours			54

IV . PRIMARY METHODS OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION

Based on the University of California Entry Level Writing Requirement 2014

(<http://www.ucop.edu/elwr/sample2014.html>)

Carefully read the passage adapted from This Is Your Brain on Music by Daniel J. Levitin. Respond to the passage by writing an essay that is controlled by a central idea and developed by discussing specific examples.

The essay should answer the following questions: According to Levitin, what roles do talent and practice play in enabling people to reach outstanding achievements in any field? What do you think of his views?

To develop your own position, be sure to summarize what Levitin says about the roles played by talent and practice. To support your thesis, your body paragraphs should include specific examples from your own reading, observations, and experience, and they should incorporate specific quotations from the article.

C. COLLEGE LEVEL CRITICAL THINKING ASSIGNMENTS

1. Choose an article from the online database Issues and Controversies that contains views of both proponents and opponents of an issue. Write an essay in which you summarize both sides of the argument given in the article, and then tell which one you find most convincing and explain why.
2. Using the articles we have read and discussed in class and your personal experience, write a 750-1000 word multi-paragraph essay arguing the benefits or drawbacks of using social media. You must include at least three relevant direct quotations from the articles, properly integrated with signal phrases. Because you are quoting, you need to include a Works Cited page.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS: Select from this list.

Use all that apply.

Essay exams
Quizzes
Reading reports
Written homework
Homework Problems
Term or other papers
Completion
Other (specify):
Research exercises
Active learning activities
Short answer

Journal (kept regularly throughout the course)

Presentation

Portfolios

Contract Grading: some instructors may choose to use contract grading to determine whether students pass the class. These contracts should be informed by research and best practices in assessment and composition

V. INSTRUCTIONAL METHODS: Select from this list.

Demonstration
Discussion
Group Activities
Internet Presentation/Resources
Lecture
Multimedia presentations
Other (please specify)
Writing Exercises
Conferencing

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS: Select from this list. Use all that apply.

Two hours work outside of class are required for each hour of lecture or equivalent. Each student in this course will be required to participate in the following work outside of class time.

- Study
- Answer questions
- Skill practice
- Required reading
- Problem solving activities
- Written work
- Other (specify)

Estimated Study Hours Per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

If multiple selections are offered, only representative texts need be listed.

Gladwell, Malcolm. *Outliers: The Story of Success*, 1st ed. Back Bay Books, 2011, ISBN: 978-0316017930

Duhigg, Charles. *The Power of Habit: Why We Do What We Do in Life and Business*, 1st ed. Random House Trade Paperbacks, 2014, ISBN: 978-0812981605

Pink, Daniel. *Drive: The Surprising Truth about What Motivates Us*, 1st ed. Riverhead Books, 2011, ISBN: 978-1594484803

B. REQUIRED TEXTS (title, author, publisher, year)

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

Rules for Writers with 2016 MLA Update / Edition 8. 8th ed. Diana Hacker and Nancy Sommers. Bedford/St. Martin's

VIII. CONDITIONS OF ENROLLMENT

A. Requisite/s (Course and Non-Course Prerequisite/s and Corequisite/s). Add rows as needed.

Requisites	Category and Justification

B. Requisite Skills - Match skills from prerequisite course/s or non-course prerequisites without which a student would be “highly unlikely to succeed.”

Requisite Skills – Matching
Requisite Skill Needed: Course title and number and objective related to that skill:

C. Recommended Preparations (Course and Non-Course) Add rows as needed.

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation	Due to AB705, ECC’s pre-transfer English courses are now optional for students. A student may wish to consider this course if he or she makes an informed decision to take it prior to beginning a transfer-level English course. In some instances, a counselor or advisor may recommend a student take this course, but the student would still not be required to take it.

D. Recommended Skills. Match skills from recommended courses or non-course prerequisite that would “enhance a students’ ability to succeed in the courses”.

Recommended Skills – Matching
Recommended Skill Needed: Course title and number and objective related to that skill:

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by: Chelsea Henson
 BOARD APPROVAL DATE: 3/18/2019
 LAST BOARD APPROVAL DATE:
 Last Reviewed and/or Revised by: Chelsea Henson