

Lassen Community College Course Outline

ENGL 105A Reading and Writing Support

1.0 Units

I. Catalog Description

The emphasis of this course is to provide support for students in college level reading, writing and critical thinking. Course includes review and application of the basic skills needed for clear written expression. Students will explore grammar, sentence and paragraph structure, essay organization, research and reading skills in the context of work being completed in ENGL 105 Introduction to College Reading, Writing and Thinking or ENGL 1 Freshman Composition.

This course has been approved for online, hybrid and correspondence delivery.

Corequisite: ENGL105 or ENGL 1

Does not transfer to UC/CSU

51 Hours Lab

Scheduled: Fall, Spring, Summer

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Pass/No Pass

Credit Type: Credit - Not Degree Applicable

TOP Code: 493021

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Produce written cohesive responses to reading assignments from corequisite course that demonstrate minimal grammar, punctuation and spelling errors.
2. Successfully read, comprehend, and/or discuss college level texts.

B. Course Objectives

Upon completion of this course the student will be able to:

1. Identify core sentence structures and use them with some control to achieve specific purposes.
2. Distinguish between thesis statement and topic sentence.
3. Use a variety of appropriate and specific supporting details (facts, examples, etc.)
4. Demonstrate progress in his/her use of standard English usage and grammar.
5. Select appropriate topic sentences and transition words according to the specified purpose of the writing (to inform, to entertain, or to persuade).
6. Demonstrate progress in the use of sentence parallelism and balance, verb-tense consistency, unity, coherence, tone and context.
7. Apply prewriting techniques to writing across the curriculum.
8. Perform reading skills such as outlining, marking, questioning and summation in order to prepare for tests or written responses.
9. Apply concepts to readings and writings assigned in ENGL105 or ENGL1.

IV. Course Content

The following topics may be included; however, the order of presentation, relative

emphasis and the depth of treatment will depend on the preferences of the instructor and the needs of the students. Also, all content should be delivered and applied in context to extended reading and writing assignments being completed in ENGL105 and ENGL1.

1. Scope
 - a. Understand sentence level punctuation skills in order to reduce major errors and properly apply basic mechanics and demonstrate such editing skills in paragraphs and short essay length assignments.
 - b. Use strategies for generating, grouping, and prioritizing ideas to develop formal outlines and produce well-structured and well-supported paragraphs and short essays.
 - c. Use strategies for increasing reading comprehension and ability to respond to written texts.
2. Paragraphs
 - a. Topic Sentence
 - b. Support
 - c. Transitions
3. Essay Structure and Style
 - a. Concepts of introduction, body, and concluding paragraphs.
 - b. Focus, thesis statement.
 - c. Identify core sentence structure.
 - d. Parallelism/balance/verb tense/unity/coherence
 - e. Use of the topic sentence.
 - f. Distinguish between thesis and topic sentence.
4. Punctuation & Grammar
 - a. Identify intermediate parts of speech by function in the text and in student generated sentences.
 - b. Identify phrases and clauses in isolation and in the context of compound-complex sentences.
 - c. Apply punctuation rules for punctuating clauses in compound, complex, and compound-complex sentences.
 - d. Identify and correct major sentence errors; comma splices, run-ons, and sentence fragments.
 - e. Learn and apply basic mechanics: use of capitals, apostrophes, commas, colons, semicolons, parentheses, dashes, quotes, and italics.
 - f. Make continued grammar and punctuation progress in paragraph and essay assignments.
5. Prewriting Skills
 - a. Brainstorming, listing, clustering, and discussion.
 - b. Prewriting for across the curriculum.
 - c. Introduction to brainstorming, mapping, list-making, etc.
 - d. Selection of appropriate topics sentences and transitions for the purpose (to entertain, to inform, to persuade)
6. Critical Thinking Skills
 - a. Identifying main ideas
 - b. Evaluating effectiveness of supporting information
 - c. Questioning claims of other authors
 - d. Preparing to write critical responses to single as well as multiple readings.
7. Purpose, Style, Language, Audience, Tone Diction and awareness of audience and purpose.
8. Revising/Drafting
Revision for content and mechanics.

- a. Individual proofreading techniques.
 - b. Peer reading
 - c. Reading aloud
 - d. Following a checklist
11. Reading Skills
- a. Annotating
 - b. Questioning
 - c. Summarizing and Paraphrasing
12. Researching and Citation Skills
- a. Evaluating sources
 - b. Conducting advanced searches
 - c. Utilizing summary, paraphrase, and quotations
 - d. Citing sources within an essay
 - e. Composing MLA-formatted Works Cited citations

V. Assignments

A. Appropriate Readings

Textbook

Articles and additional readings supplied by instructor

B. Writing Assignments

Written responses to readings and development of essays for ENGL105 and ENGL1

C. Expected Outside Assignments

Readings in grammar text, handouts, syllabus and other selections as assigned.

D. Specific Assignments that Demonstrate Critical Thinking

Class discussion of essays and text.

Application of grammatical concepts to one's own writing

Evaluation of other students' writing

VI. Methods of Evaluation

Traditional Classroom Evaluation:

Essays/compositions (thesis statement, outline, bibliography, works cited, initial draft, final draft), homework, classroom discussion, journals, lab demonstrations and activities, multiple choice quizzes, and participation in small groups.

Hybrid Evaluation:

All quizzes and exams will be administered during the in-person class time. Students will be expected to complete online assignments and activities equivalent to in class assignments and activities for the online portion of the course. Electronic communication, both synchronous and asynchronous (chat/forum) will be evaluated for participation and to maintain effective communication between instructor and students.

Online Evaluation:

A variety of methods will be used, such as: research papers, asynchronous and synchronous (chat/forum) discussions, online quizzes and exams, posting to online website and email communications using the district's approved learning management system.

X. Course Status

Current Status: Active

Original Approval Date: 03/01/2014

Board Approval Date: 03/11/2014

Chancellors' Approval Date: 04/08/2014

Revised By: Laura Rotlisberger

Curriculum/Academic Standards Committee Revision Date: 05/02/2023