

# 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. Write cohesive essays with minimal grammar, punctuation and spelling errors.
2. Successfully read, comprehend and 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, rough draft, final draft), homework, classroom discussion, journals, lab demonstrations and activities, multiple choice quizzes, and participation.

### **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.

**Correspondence Evaluation:**

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

**VII. Methods of Delivery**

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

- Traditional Classroom Delivery     Correspondence Delivery  
 Hybrid                                       Online Delivery

**Traditional Classroom Delivery:**

Lecture, discussion, research, composition and other appropriate activities to be determined by the instructor.

**Hybrid Delivery:**

A combination of traditional classroom and online instruction will be utilized. Every semester, 34 hours of class will be taught face-to-face by the instructor and the remaining 17 hours will be instructed online through the technology platform adopted by the District. Traditional classroom instruction will consist of lectures, visual aids, discussions and group activities. Online delivery consists of instructor-generated information, readings, news communications, web links and activities as well as facilitation of forum-based discussions and communications.

**Online Delivery:**

Online written lectures, participation in forum-based discussions, online exercises/assignments contained on website, essays/compositions, email communications, postings to forums, and web-links will comprise the method of instruction.

**Correspondence Delivery:**

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

**VIII. Representative Texts and Supplies**

Anker, Susan. Real Skills Interactive: A Brief Guide to Writing Sentences and Paragraphs. Boston: Bedford St. Martin's, 2014

**IX. Discipline/s Assignment**

English

## **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: Cory McClellan

Curriculum/Academic Standards Committee Revision Date: 11/03/2020