

College of San Mateo
Official Course Outline

1. **COURSE ID:** ENGL 838 **TITLE:** Intensive Introduction to Composition and Reading
Units: 5.0 units **Hours/Semester:** 80.0-90.0 Lecture hours; and 16.0-18.0 TBA hours
Method of Grading: Letter Grade Only
Prerequisite: Appropriate skill level indicated by the English placement tests; or ENGL 828; or ESL 400, or ENGL 826 and READ 826 (or eligibility for READ 836 or 400-level reading course).

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E2a. English Composition

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Intensive practice in reading, writing, listening, speaking, and thinking to develop and refine composition proficiency. Includes intensive instruction in reading comprehension and vocabulary development, elements of the essay, and composing techniques necessary for college writing (writing from source materials, analytical reading, and English usage and mechanics). Designed mainly to prepare students to meet competency standards required for entrance into English 100.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Use effective reading strategies to comprehend a variety of texts.
 2. Write text-based essays unified around a clear thesis statement.
 3. Develop essays using specific details drawn from assigned texts as well as personal experience and knowledge.
 4. Write clear, complex sentences using coordinating and subordinating conjunctions, concession, and noun phrase appositives.
 5. Proofread effectively for basic grammar and usage errors.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Use effective reading strategies to comprehend a variety of texts.
 2. Write text-based essays unified around a clear thesis statement.
 3. Develop essays using specific details drawn from assigned texts as well as personal experience and knowledge.
 4. Write clear, complex sentences using coordinating and subordinating conjunctions, concession, and noun phrase appositives.
 5. Proofread effectively for basic grammar and usage errors.

6. **COURSE CONTENT:**
Lecture Content:
 ENGL 838 is the second course in our composition sequence and leads directly to ENGL 100 or 105, our first transfer-level composition course. Students enrolled may have completed ENGL 828 or ESL 400 or may have tested directly into ENGL 838. Our goal in ENGL 838 is to provide students the critical reading, writing, and thinking skills necessary to succeed in college-level courses by helping them internalize productive, process-based reading and writing habits. Both ENGL 838 and 848 prepare students for transfer-level composition, but ENGL 838 provides students with more structured reading support and an additional hour per week in the classroom. Community building is a central component of the course.

 Below are the minimum standards of content and competency.
Reading
 1. Read a selection of expository texts and at least one book-length nonfiction work.
 2. Identify the central argument and main points in assigned readings, distinguishing between main and supporting points.
 3. Distinguish between facts and opinions in assigned readings.

4. Make connections between more than one text.
5. Develop proficiency in acquiring new vocabulary.

Thinking

1. Summarize and evaluate more than one point of view.
2. Form their own opinions in relation to the ideas of others.
3. Draw inferences from data (texts, charts, and so on).

Writing

1. Write 4 to 6 text-based essays, of at least 3 pages each, for a total of at least 5,000 words of finished prose. The emphasis should be on process-based, out-of-class writing rather than timed, in-class writing and on academic, inquiry-based assignments rather than personal or merely descriptive narrative.
2. Write effectively organized essays with an introduction and main idea (thesis); body paragraphs that are unified by effective topic sentences and are directly related to the main idea; and a conclusion.
3. Write developed body paragraphs that incorporate logical references to assigned texts (in the form of quotations, paraphrases, summary).
4. Write clear, fluid, and understandable sentences by using coordinating and subordinating conjunctions, concessive subordinators, and noun phrase appositives accurately and effectively.
5. Proofread effectively for correct subject-verb agreement, basic verb tense usage, spelling, homonyms, and sentence boundaries.

Lab Content:

None

TBA Hours Content:

1. Students will use the English 800 Center to reinforce these specific instructional objectives. ENGL 838 has a TBA (To Be Arranged hours) requirement. These TBA hours are instructional activities designed to help improve students' reading and writing skills. They are required to complete the activities in 18-102 or 18-104 and to log in and out of the attendance tracking system every time they work on one of the activities. Activities include orientations, one-on-one conferences with English instructors, tutorials on specific writing and critical thinking skills, and group workshops.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Directed Study
- E. Discussion
- F. Guest Speakers
- G. Individualized Instruction
- H. Observation and Demonstration
- I. Service Learning
- J. Other (Specify): A. Other (Specify): Methods should include the following: 1. Building community in the classroom: create a sense of community in the classroom to promote student investment in the course and to build students' confidence. Also, collaborate with counselors to help students access available appropriate services - EOPS, DSPS, financial aid, psychological services, Associated Students. 2. Creating collaborative, student-centered classrooms: facilitate small group work on sentence building strategies, reading comprehension and responses, pre-writing activities, and critical response to writing in progress 3. Inductive rather than prescriptive teaching when appropriate: encourage and help students to reach their own conclusions and to make decisions about their writing rather than direct them explicitly 4. Schema building: introduce students to essay topics/issues through class discussion, journals and/or free-writing in order to activate and build upon their prior knowledge 5. Focused reading: assigned reading questions, reading journals, annotation strategies, pre-reading and prediction strategies, metacognitive awareness activities 6. Structured whole-class discussion: help students understand assigned course material and build critical thinking strategies through instructor-guided discussion of course readings and writing assignments 7. Scaffolding of writing assignments: help students break down the writing process and individual assignments into distinct manageable steps, each of which builds on the ones before it 8. Modeling: use models of student and professional writing to introduce, teach and reinforce effective writing strategies 9. Sentence-level instruction: teach sentence skills, including the rules of grammar and usage, in the context of students' writing, while reinforcing these skills with in-class exercises and homework assignments 10. Individual instruction: one-on-one student-teacher conferences 11. Peer review workshops: students share

and critique each other's writing 12. Lecture: provide relevant or necessary background information for writing assignments; explain reading strategies and principles of clear, effective writing

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Written essays (a minimum of 5,000 words) to demonstrate an understanding of course material and the writing processes. Journal writing, summaries, and other responses to assigned readings to demonstrate understanding and to synthesize readings.

Please see attached files.

Reading Assignments:

Read a selection of expository texts and at least one book-length nonfiction work.

Please see attached.

To be Arranged Assignments:

Assignments--which must be completed in the English 800 Center or the Writing Center--include orientations, one-on-one conferences with English instructors, tutorials on specific writing and critical thinking skills, and group workshops.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Papers
- G. Portfolios
- H. Projects
- I. Quizzes
- J. Written examination
- K. **ESSAYS SHOULD CONSTITUTE AT LEAST 75% OF THE FINAL COURSE GRADE.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Moore, Wes. *The Other Wes Moore: One Name, Two Fates*, ed. Spiegel & Grau, 2011
- B. Urrea, Luis Alberto. *The Devil's Highway: A True Story*, ed. Back Bay Books, 2005
- C. Lewis, Michael. *The Blind Side: Evolution of a Game*, ed. Norton & Co., 2007
- D. Guilbault, Rose Castillo. *Farm Worker's Daughter: Growing Up Mexican in America*, ed. Heyday, 2006
- E. Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*, ed. Broadway Books, 2011
- F. Jacobs, Harriet Ann. *Incidents in the Life of a Slave Girl*, ed. Dover, 2001
- G. Rodriguez, Luis J. . *Always Running: La Vida Loca: Gang Days in L.A.*, ed. Touchstone, 2005
- H. Santiago, Esmeralda. *When I was Puerto Rican: A Memoir*, ed. Da Capo Press, 2006
- I. McBride, James. *The Color of Water: A Black Man's Tribute to his White Mother*, ed. Riverhead Trade, 2006
- J. Satrapi, Marjane. *The Complete Persepolis*, ed. Pantheon, 2007
- K. Critser, Greg. *Fat Land: How Americans Became the Fattest People in the World*, ed. Mariner Books/Houghton Mifflin, 2004
- L. Strayed, Cheryl. *Wild: From Lost to Found on the Pacific Coast Trail*, ed. Vintage, 2013
- M. McGonigal, Kelly. *The Willpower Instinct: How Self-Control Works, Why It Matters, and What You Can Do to Get More of It*, ed. Avery, 2011
- N. Mack, Gary. *Mind Gym: An Athlete's Guide to Inner Excellence*, ed. McGraw Hill, 2002
- O. The American Society of Magazine Editors. *The Best American Magazine Writing 2012*, ed. Columbia UP, 2012

Other:

- A. Students primarily read non-fiction from a variety of sources including books, articles, newspapers, discipline-specific journals, magazines, textbooks.

Effective Term: Fall 2015
Course Originator: Katherine James