

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 10
Full Course Title: Extended Instruction for College Composition and Reading
Short Title: Ex Ins College Comp
TOP Code: 1501.00 - English Language and Literature, General
Effective Term: Fall 2019

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
Total contact hours in class: 18.0
Lecture hours: 18.0
Hours outside of class: 36.0
Repeatable: No
Grading Method: Pass/No Pass Only

Minimum Qualifications for Instructors

- English (Masters Required)
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Course Description

This course incorporates and contextualizes reading, writing, and research strategies aligned with English 1A coursework. Coursework and class activities will be aligned to student need.

Conditions of Enrollment

Concurrent enrollment or satisfactory completion of: ENGL 1A Or by placement

Content

Course Lecture Content

Based on ongoing instructor assessment of student needs, students will work on some of the following:

1. Academic Mindsets for College Success
 - a. Habits of mind for problem solving and college success
 - b. Metacognitive learning strategies
 - c. Self-efficacy and personal academic identity and their effect on learning and literacy
 - d. Time management (prioritization) and its role in college success
2. Academic Reading Strategies
 - a. Pre-reading strategies, such as building background knowledge (schema), previewing, and predicting

- b. Active reading strategies, such as questioning, summarizing, paraphrasing, annotating, and small group reading activities
 - c. Post-reading strategies, such as conversing about the text, drawing inferences, analyzing the author's rhetorical choices, evaluating content and arguments, and synthesizing with other texts
3. Academic Writing Strategies
- a. Recursivity of writing processes
 - i. Methods for generating ideas
 - ii. Strategies for drafting
 - iii. Techniques for revising
 - iv. Editing for unity, style, concision, clarity, and coherence
 - v. Proofreading for sentence and word-level writing conventions
 - vi. Synthesizing sources to develop and support a thesis and/or acknowledge opposing arguments
 - b. Metacognitive monitoring of the writing process
 - i. Identifying audience, purpose, and genre
 - ii. Reflecting on rhetorical choices and how they affect communication
 - 1. Establishing tone
 - 2. Organizing ideas
 - 3. Defining key terms
 - c. Composing academic essays (primarily expository and argumentative) that reflect integration of the following:
 - i. Argument
 - 1. Developing a thesis (controlling idea)
 - 2. Introducing counterarguments and refutation
 - ii. Analysis
 - iii. Synthesis
 - iv. Summary
 - v. Paraphrase
 - vi. Description or illustration
 - vii. Cause and effect
 - d. Following style conventions appropriate to genre and discipline
 - i. Incorporating quoted material
 - ii. Incorporating ideas from outside sources
 - iii. Formatting and presentation
 - iv. Citing sources
 - e. Conducting academic research
 - i. Using academic resources
 - ii. Understanding and evaluating sources
 - iii. Documenting sources
 - iv. Avoiding plagiarism

1. Identify, select, and employ flexible reading, writing, and composing strategies according to individual student need. ****Requires Critical Thinking****
2. Understand and employ positive mindsets to support learning,

Student Learning Outcomes

1. Upon completion of this course, students will employ academic mindsets to successfully complete English 1A.
 - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
Workshops/Peer evaluation Student-instructor conferences.

Assignments

Reading Assignments

Key Terms Reading Assignment

Read Chapter 8 from *Whistling Vivaldi* (pgs. 134-151) and identify 5 Key Terms. For each Key Term,

- **Quote** at least one use of the term from the chapter (use a signal phrase and include a parenthetical citation)
- **Define** the Key Term in **your own words**
- Create an **example** that correctly uses the Key Term

For example, if your term is Critical Mass, you might write:

- *Quote:* "Critical Mass is having a certain number of minorities in a setting so that an individual no longer feels threatened" (135).
- *My Definition:* The line that makes us feel comfortable about our individual characteristics - we don't feel so alone.
- *Example:* In order for a person wearing glasses in a classroom to feel less like they are not an outsider there would have to be at least 5 other students other than that individual who would have to have glasses.

Other Assignments

Name _____ Total units you are taking _____

Total Study Hours Needed per Week _____

School/Study/Work/Meeting Schedule—Plan your study time!

For each unit you are taking, you need at least 2 hours of study time. Mark each study hour with the words "Study" and highlight study hours. Also write in regular weekly activities including class time, work schedule, and any other regular activities. Please use a highlighter to mark the study time.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6-7							

7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

Methods of Evaluation

- Essay/Paper
- Exams
- Homework
- Participation
- Portfolio
- Quizzes
- Research Project

Course Materials

Textbooks:

1. Kennedy, Kennedy, and Muth. *The Bedford Guide for College Writers with Reader*, 11th ed. Bedford/St. Martin's, 2016, ISBN: 978-1319039592
Equivalent text is acceptable

2. Axelrod, Cooper, and Warriner. *Reading Critically, Writing Well: A Reader and Guide*, 11th ed. Bedford/St. Martin's, 2016, ISBN: 978-1319032753
Equivalent text is acceptable

Other:

1. Supplemental readings, handouts, internet research as determined by instructor.