

# ENG 061: ACCELERATED ENGLISH FOR COLLEGE SUCCESS

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**Originator**

rsagara

**Justification / Rationale**

We are updating the COR to correct errors from the Curricunet-to-CourseLeaf migration, in addition to other changes that resulted from department-wide discussions.

**Effective Term**

Fall 2020

**Credit Status**

Credit - Non Degree Applicable

**Subject**

ENG - English

**Course Number**

061

**Full Course Title**

Accelerated English for College Success

**Short Title**

ACCELERATED ENGLISH

**Discipline****Disciplines List**

English

**Modality**

Face-to-Face

100% Online

Hybrid

**Catalog Description**

Preparation for academic writing and critical thinking expected in transfer and associate-degree classes. Strongly recommended: participation in the English placement process.

**Schedule Description**

Preparation for academic reading and critical thinking expected in transfer and associate-degree classes.

**Lecture Units**

4

**Lecture Semester Hours**

72

**Lab Units**

0

**In-class Hours**

72

**Out-of-class Hours**

144

**Total Course Units**

4

**Total Semester Hours**

216

**Required Text and Other Instructional Materials****Resource Type**

Book

**Open Educational Resource**

No

**Formatting Style**

MLA

**Author**

Bullock, Richard, and Maureen D. Goggin

**Title**

The Norton Field Guide to Writing, with Readings

**Edition**

3rd ed.

**City**

New York

**Publisher**

Norton

**Year**

2019

**College Level**

Yes

**Flesch-Kincaid Level**

12

**ISBN #**

9780393655780

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**Resource Type**

Manual

**Open Educational Resource**

No

**Author**

Hacker, Diana, and Nancy Sommers

**Title**

Rules for Writers, with LaunchPad Solo for Readers and Writers

**Publisher**

Bedford

**Year**

2019

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**Class Size Maximum**

25

### Course Content

1. Synthesizing ideas and information from multiple sources, including readings, personal observation, and reflection.
2. Essay structure and the writing process.
3. Forming a controlling idea in writing.
4. Evaluating and using specific evidence to support general ideas.
5. The role of audience in reading and writing.
6. Individualized instruction in writing skills, including modeling and practicing reading strategies, proofreading, and sentence focus and development.

### Course Objectives

	Objectives
Objective 1	Develop and support thesis statements.
Objective 2	Construct and organize paragraphs in multi-paragraph essays.
Objective 3	Write essays that reflect critical thinking and clear expression, in a variety of rhetorical genres and for a variety of purposes.
Objective 4	Demonstrate, in writing, the integration of purpose, audience, and tone, to achieve particular rhetorical goals.
Objective 5	Demonstrate a basic understanding of research-based writing, including the use of library resources to identify research sources.
Objective 6	Demonstrate both literal and analytic/interpretive reading skills, and convey these skills in writing.
Objective 7	Utilize a writing handbook (either print or online) to properly cite and document source material in MLA style.

### Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Write coherent, elaborated, and clearly constructed paragraphs and thesis-driven essays, both in and out of class.
Outcome 2	Engage in effective paragraph- and essay-writing strategies, including pre-writing, composing, and revising, both in and out of class.
Outcome 3	Compose sentences free of major errors in mechanics, punctuation, and spelling.
Outcome 4	Select, evaluate, and document (in MLA style) credible academic resources in text-based essay assignments.

### Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Technology-based instruction	Students will compose and edit their writing on computers, and they will learn how to create academic documents in one or more established formatting styles.
Participation	Students will participate in class discussions, activities, and assignments.
Lecture	Instructors will lecture on key grammar, essay-writing, reading, and other literacy concepts.
Journal	Students may keep class journals that record and reflect on their development as writers, readers, and thinkers.
Discussion	Students will engage in whole-class and small-group discussions about reading, writing, and other pertinent topics.
Collaborative/Team	Students will work in groups on essay drafts, pre-writing assignments, and other writing- and reading-based assignments.

### Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Students will write either 3 or 4 essays, one or more of which may be in-class essays. (75% of essays written out of class; 25% of essays written in class)	In and Out of Class

Self-paced testing	Students will complete various grammar, reading, and writing assignments in preparation for class. (80% of student preparation will take place out of class; 20% in class)	In and Out of Class
Student participation/contribution	Students will participate actively and appropriately in class discussions, exercises, and projects. (50% of student participation in discussions, exercises, and projects will take place out of class; 50% in class)	In and Out of Class
Mid-term and final evaluations	Students may be assigned midterm and/or final assessments on course concepts. These assessments may be short-answer responses, in-class essays, portfolios, and other writing-based assessments. (50% of midterm and final assessments will be completed out of class; 50% in class)	In and Out of Class
Tests/Quizzes/Examinations	Students will be tested on their understanding of literacy skills, the essay-writing process, and critical thinking concepts. (The percentage of in- versus out-of-class testing can vary.)	In and Out of Class
Self/peer assessment and portfolio evaluation	Students will participate in the peer-review process for writing assignments, and may be asked to submit portfolios, depending on the individual instructor's course design. (50% of peer assessment work may take place during class; 50% may take place at home)	In and Out of Class
Term or research papers	Students may be asked to write at least one basic academic research paper that demonstrates an understanding of research, documentation, and synthesis. (80% of the work toward academic research papers will take place out of class; 20% in class)	In and Out of Class
Portfolios	Students may be asked to compile a portfolio of writing assignments, and then will produce a metacommentary that reflects on their learning. (80% of work toward a writing portfolio will be completed out of class; 20% in class)	In and Out of Class
Guided/unguided journals	Students may be asked to maintain a journal that reflects on their learning throughout the class, and/or that includes structured notes (e.g., Cornell notes) on reading assignments. (80% of journal-writing will be completed out of class; 20% in class)	In and Out of Class
Critiques	Students will write critiques of their classmates' writing, following a guided protocol that encourages active reflection and dialogue. (20% of written critiques will be completed out of class; 80% in class)	In and Out of Class
Written homework	Students will regularly complete homework assignments, which may include reading, formal and informal writing, and grammar and research documentation exercises. (100% of homework assignments will be completed out of class, by definition)	Out of Class Only

## Assignments

### Other In-class Assignments

1. Essay exams
2. Class discussion
3. Oral presentations
4. Quizzes

5. Journals
6. Annotations
7. Reader responses
8. In-class essays
9. Responses to questions
10. Other evaluation methods such as projects and portfolios.
11. Students are expected to write a minimum of 25 pages (6000 words) of material over the course of the semester.

**Other Out-of-class Assignments**

1. Essays
2. Many of the above assignments may also be out-of-class assignments

**Grade Methods**

Letter Grade Only

**Distance Education Checklist**

**Include the percentage of online and on-campus instruction you anticipate.**

**Online %**

up to and including 100%

**On-campus %**

up to and including 100%

**What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?**

N/A (This course can be offered fully online. There is nothing that "necessitates a hybrid delivery," although we may offer the course as a hybrid class.)

**Instructional Materials and Resources**

**If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?**

N/A

**If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.**

N/A

**Effective Student/Faculty Contact**

**Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?**

**Within Course Management System:**

Timely feedback and return of student work as specified in the syllabus  
Discussion forums with substantive instructor participation  
Regular virtual office hours  
Private messages  
Online quizzes and examinations  
Weekly announcements

**External to Course Management System:**

Direct e-mail  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Telephone contact/voicemail

**For hybrid courses:**

Scheduled Face-to-Face group or individual meetings  
Library workshops  
Orientation, study, and/or review sessions

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

Students will regularly and frequently complete assignments in discussion forums and/or groups, and they will regularly and frequently submit formal writing assignments, so they will receive regular and frequent feedback from the instructor on these assignments.

**If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.**

Students have the opportunity to contact their instructor on the phone or through email, which gives them an extra avenue for getting feedback and assistance on course material. In addition, students may be directed to open-source audio and/or video material to supplement their learning.

**Other Information****MIS Course Data****CIP Code**

23.0101 - English Language and Literature, General.

**TOP Code**

150100 - English

**SAM Code**

E - Non-Occupational

**Basic Skills Status**

Basic Skills

**Prior College Level**

One level below transfer

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Stand-alone

**Transfer Status**

Not transferable

**Allow Audit**

No

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

## Approvals

**Curriculum Committee Approval Date**

2/04/2020

**Academic Senate Approval Date**

2/13/2020

**Board of Trustees Approval Date**

3/20/2020

**Course Control Number**

CCC000529564