I.   CATALOG DESCRIPTION

Course Number: ENGL0999
Course Title: College English Studies
Prerequisite(s):   Assessment testing (appropriate score on placement test)
Catalog Description: This is a developmental English course that covers reading, writing, and critical thinking along with skill-building in the areas of technology, study skills, and academic resources. (NOTE: Credit is institutional credit and does not apply toward graduation or for transfer.)
Credit Hours: 5.0
Class Hours: 75
Lab Hours: 0
Total Contact Hours: 75

II.   COURSE OBJECTIVES: *Course will:*

A.   Give students practice in learning to read for meanings and strategies.
B.   Develop students' summarizing and paraphrasing skills.
C.   Provide opportunities for students to write short essays with attention to clarity, unity and purpose, and with a feel for the reader's needs.
D.   Introduce students to different rhetorical strategies, such as description, persuasion, analysis, narrative, definition, and compare/contrast, for developing essays, and specific purposes, strategies, such as introduction, body and conclusion, for developing paragraphs and essays with appropriate transitions.
E.   Give students practice in writing fundamentally sound sentences, with attention to the elements of grammar, and how to use a grammar book as a reference/resource for accepted standards.
F.   Introduce students to the use of MLA style to cite sources in-text and on a Works Cited page.
G.   Prepare students to be successful in ENGL1010 Composition I.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

A.   Student Learning Outcomes: *Student will be able to:*
   1.   Write essays, summaries, and reflections that synthesize ideas and information from complex academic texts.
   2.   Write essays, summaries, and reflections that include a central point and focus, logical organization, developed support with clear relationships between ideas, and sentence-level readability.
   3.   Identify and evaluate key ideas, themes, and rhetorical patterns and structure in student essays and complex academic texts by applying processes for critical reading and discussion.
   4.   Demonstrate a critical process for writing and presenting ideas in written, multimedia, and oral forms.
   5.   Recognize the complexity that surrounds most controversial issues by assessing and evaluating ideas from complex academic texts, their own experience, and others' experience.
   6.   Understand the language of higher education including procedures and standards.
   7.   Identify, apply, and evaluate campus resources, tools, and strategies for success in transitioning into college life, including systems of organization to manage paperwork and upcoming deadlines.

8.   Define, maintain, and assess concrete and strategic academic and career goals, including contingency and emergency plans to accomplish these goals.

9.   Develop, sustain, and evaluate academic relationships with their cohort, professors, advisors, and tutoring resources.

10.   Create, edit, print, store, retrieve and transmit information using electronic media.

11.   Use content-specific tools, software, and simulations to support learning and research.

12.   Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

13.   Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

B.   General Education Learning Outcomes

    1.   GELO #2: Written Communication

        Outcome: Comprehend, analyze, and evaluate a given text.

        Outcome: Develop a focused thesis statement and write with a clear purpose, using relevant examples, claims, and evidence.

        Outcome: Use content and style appropriate to a given audience.

    2.   GELO #3: Critical Thinking

        Outcome: Collect, identify, interpret and analyze data.

        Outcome: Synthesize information to arrive at reasoned solutions to problems.

IV.   COURSE CONTENTS/UNITS OF INSTRUCTION

A.   Academic Discourse

    1.   Processes for Critical Reading: annotating, summarizing, outlining, journaling, note-taking

    2.   Critical Discussion: active listening, posing questions, clarifying key points

    3.   Processes for Writing: generating ideas, drafting, peer/tutor review, revision, and editing

    4.   Research Skills: finding source material, elements of source quality, citing sources

    5.   Elements of Academic Writing: central point and focus, organization, relationships between ideas, development of ideas, and readability

    6.   Presenting Ideas: small group/team communication, public communication, the process of communication

B.   Academic Goals & Resources

    1.   The Language of College

    2.   Creating an Academic Plan

    3.   Skills Assessment and Goal-setting

    4.   Utilizing Campus Resources and Building a Network of Academic Relationships

    5.   Strategies for Academic Success

C.   Technology for College

    1.   Technology Vocabulary

    2.   Technology Processes (composing, keyboarding, formatting, attaching, saving, sharing, organizing, printing, presenting)

    3.   Electronic Media (email, word processing, internet, productivity/multimedia tools, presentation software, content-specific tools, software, and simulations, research tools)

V.   INSTRUCTIONAL MATERIALS

A.   Required Text(s):

    1.   Bullock, Richard H, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook 3e paperback.* ISBN: 78-0-393-60263-0.

    2.   One reading source of instructor's choice from the following:

        a.   Moore, Christian. *The Resilience Breakthrough: 27 Tools for Turning Adversity into Action*. 1st Edition, Greenleaf Book Group Press, 2014. ISBN-10: 1626340935.

        b.   Rothstein, Richard. *The Color of Law: A Forgotten History of How Our Government Segregated America*. First edition, Liveright Publishing Corporation, a division of W.W. Norton & Company, 2017. ISBN-10: 9781631494536.

        c.   Kristof, Nicholas D., and Sheryl WuDunn. *Tightrope: Americans Reaching for Hope*. 2020. ISBN-10: 0593171713.

VI.   METHODS OF PRESENTATION/INSTRUCTION
May include:

A.   Lecture/Discussion
B.   Conferencing
C.   Recorded presentations, guest speakers, and internet-aided instruction
D.   Assigned readings
E.   Interactive activities, small and large group discussions, observations, peer collaboration
F.   Journals, summaries, outlines, notes, and reports
G.   Oral presentations and peer review
H.   Quizzes/exams
I.   Academic skills software programs and resources

VII.   METHODS OF EVALUATION
A.   College English Studies Compositions - 65%
    1.   Oral and written evidence highlighting self-determined goals, reflective story of learning, self-assessment, demonstrating student learning outcomes and skills.
B.   Homework - 30%
    1.   Reading/Writing/Learning Journal
    2.   Quizzes and exams
    3.   Annotations, summaries, responses, outlines, notes
    4.   Plans & Goals
    5.   Study Skills & Institutional Resources
    6.   Technology Practice
C.   Final In-Class Essay 5%
D.   SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII.   SPECIFIC COURSE REQUIREMENTS
A.   In order to receive a passing grade, students must complete sufficient work of sufficient quality assigned by their instructors in order to earn a final grade of 60% or higher; however, a grade of 70% (C) or better is required as a prerequisite for ENGL1010/ENGL1015.
B.   Instructors will distribute and discuss their specific course policies and requirements with their students at the beginning and during the term.