### CATALOG ENTRY

<table>
<thead>
<tr>
<th>Discipline</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>061X</td>
</tr>
<tr>
<td>Course Title</td>
<td>Accelerated Introductory Composition Skills</td>
</tr>
<tr>
<td>Former Title</td>
<td></td>
</tr>
<tr>
<td>Units</td>
<td>5</td>
</tr>
<tr>
<td>Lecture Hours</td>
<td>90</td>
</tr>
<tr>
<td>Scheduled Laboratory Hours</td>
<td>None</td>
</tr>
<tr>
<td>Arranged Laboratory Hours (TBA)</td>
<td>None</td>
</tr>
<tr>
<td>Total Semester Contact Hours</td>
<td>90</td>
</tr>
</tbody>
</table>

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

<table>
<thead>
<tr>
<th>Classification Code</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Code</td>
<td>C-Not transferable</td>
</tr>
<tr>
<td>SAM Priority Code</td>
<td>E - Non-Occupational</td>
</tr>
<tr>
<td>Repeatability</td>
<td>NR - Non-Repeatable</td>
</tr>
<tr>
<td>TOPS Code</td>
<td>1501.00 - English (Writing)</td>
</tr>
<tr>
<td>Topics Course</td>
<td>No</td>
</tr>
<tr>
<td>Open Entry/Exit</td>
<td>No</td>
</tr>
<tr>
<td>Grading Options</td>
<td>Letter Grade or P/NP</td>
</tr>
</tbody>
</table>

### REQUISITES

**Prerequisite**  
None

**Corequisite**  
None

**Recommended Preparation**  
READ 101X recommended to be taken concurrently

### CATALOG DESCRIPTION

An accelerated alternative to the English course sequence designed to prepare students for English 101, Freshman Composition, emphasizing sentence structure, paragraph writing, essay writing, and argumentation using reading-based modeling.

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Department Chair Approval Date: 10/18/2017 by: Matthew Beyersdorf

Division Chair Approval Date: 10/18/2017 by: Kathleen Patterson
COURSE OBJECTIVES

At the end of the course, students will be able to:

1. Use the writing process to write, in MLA format, paragraphs, essays, and a documented paper, using appropriately chosen details, organizational strategies, sentence variety, and sufficiently correct grammar and punctuation;

2. Read critically for literal meaning and identify the main idea of a reading and the author’s writing strategies as well as summarize and paraphrase effectively; and

3. Evaluate and ethically use primary and secondary sources.

COURSE CONTENT
(Include major topics of the course, time required, and what the student is expected to learn.)

All segments are recursive and ongoing.

I. Purpose, Audience, Strategies—Understand various rhetorical purposes, recognize the needs of various audiences, and use a variety of strategies to develop a text for a specific purpose and to appeal to a specific audience.

II. Critical Reading—Understand texts at both the literal, interpretive, and evaluative and, when appropriate, beyond it, moving toward establishing the reader’s own informed opinions. Summarize as well as analyze texts written for different purposes.

III. The Writing Process—While preparing a completed draft for evaluation, generate ideas for a draft through prewriting techniques, plan and organize those ideas, write a rough draft, revise it for content, form, and appropriateness of expression, and edit it for technical correctness.

IV. The Paragraph—Produce coherent, well-organized, sufficiently detailed paragraphs organized around a clearly defined topic statement.

V. Finding and Limiting Topics and Methods of Framing Thesis Statements—Find and limit a topic and use certain sentence patterns to frame an effective thesis statement for a variety of rhetorical purposes.

VI. Basic Structure of the Essay—Produce effective introductions that include significant, clearly defined thesis statements, unified and coherent developmental paragraphs, and conclusions that reframe the essential
elements of the essay and provide the paper with an effective sense of closure.

VI. Sentence Structure, Diction, and Mechanics—Develop style and sentence variety and correctness by observing, analyzing, and imitating written models, through sentence combining and by applying customary rules of grammar, punctuation, and spelling.

VII. Resources and the Research Paper—Use the library and other resources such as the Internet to gather evidence for the documented paper. In addition, choose a topic, limit it appropriately, take notes, organize information, and write a paper, documenting and citing sources using MLA format.

VII. Attend Library Workshop(s) held in the Library on current, effective, relevant primary and secondary source retrieval and credibility assessment.

VIII. Attend Writing Workshops held in the Learning Center that focus upon MLA document format, correct source assessment, citation, and documentation both in-text and in a Works Cited page. Distinctions between MLA and APA and Chicago documentation styles will be discussed.

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**COURSE MATERIALS**

Required texts and/or materials. (Include price and date of publication.)


or


**Recommended readings and/or materials:**

None

**Other:**

full-length texts such as the SAC Book of the Year may be used in addition to main rhetoric/reader

other rhetoric and reader combination approved by department

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**WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Class Discussions:
Both large group and small group exercises and discussions

Directed Learning Activities
Group Study & Exercises
Handouts
Instructor Demonstrations:

Modeling of Critical Reading and Peer Editing

Lecture
Media Presentations:

Examples: Films, Blogs, Youtube Excerpts

Oral Presentations
Portfolios
Reading Assignments
Research Projects
Writing Projects & Reports

Other (Specify):

Peer Review, Revision, and Writing Workshops to be held in class, the Learning Center, and the Library.

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?
List activities and hours for each. (Must include reading and writing activities.)

Grammar and Punctuation Homework
Four Paragraphs
Three Essays (totalling six pages minimum)
One Documented Paper (four-six pages)
Three Learning Center Writing workshops
One Library Workshop (minimum)
Presentation Preparation
DLAs
Reading Assignments

Total: 180 hours outside class

STANDARDS OF ACHIEVEMENT
List graded activities.
Grammar, Punctuation, and other Homework (10-12%)
Four Paragraphs (20%)
Three Essays (six pages minimum) (30%)
One Documented Paper (four-six pages) (10%)
Three Learning Center Writing workshops and one or two Library Workshops (8-10%)
Presentations or other Participation work (10%)
Final Exam (10%)

COURSE GRADE:
100%-90% =A
89-80% =B
79-70% =C
69-60% =D
59%-0% =F

How will student learning be assessed? (Multiple measures must be used.)

DLAs, assessed by self and Learning Center staff
Paragraphs and essays assessed by professor for content, structure, style, mechanics, and conceptual thinking; peer and self review with oral and/or written feedback occurs as part of writing process; oral and/or written feedback for purpose of evaluation
Quizzes and exams
Library workshops/exams assessed by librarians
Oral presentation assessed by peers and self as well as professor
Reading responses/journals assessed for content and conceptual understanding

100-90% =A
89-80% =B
79-70% =C
69-60% =D
59-0% =F
**Supplemental Forms**

**Requisite Approval Form**

**Type of Requisite**

<table>
<thead>
<tr>
<th>Standard co/prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 061X is an accelerated class combining skills required of English N60 and English 061 to end with the skill set of English 061, preparing students for English 101. Thus, the placement on assessment instrument for either English N60 or 061 would qualify a student for this course, depending upon the student's comfort with an accelerated course. Sequential within and across disciplines</td>
</tr>
<tr>
<td>Course in communication or computational skills as co/prerequisites or courses other than another skills course</td>
</tr>
</tbody>
</table>

1. the extent to which students who are or have taken the prerequisite course believe it is necessary |
2. a comparison of the faculty member's appraisal of students for the course to whether the students had met the prerequisite |
3. a comparison of the students' performance at any point in the course with whether the student had completed the proposed prerequisite |
4. a comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question |

**Program co/prerequisites**

| Health and safety |
| English 061X is an accelerated class combining skills required of English N60 and English 061 to end with the skill set of English 061, preparing students for English 101. Thus, the placement on assessment instrument for either English N60 or 061 would qualify a student for this course, depending upon the student's comfort with an accelerated course. |
| Recency and other measures of readiness |
| Honors |

**Content Review**

| Involvement of faculty with appropriate expertise |
| Consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards Be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria. Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment Identify and review the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified. Matching of the knowledge and skills in the targeted course and those developed or measured by the prerequisite or corequisite Maintain documentation that the above steps were taken. |

**New Course Proposal Form**

| Course Title | ENGL 061X - Accelerated Introductory Composition Skills |
| Library Consulted | Yes |
| Additional library resources required | Yes |

**Supplemental Comments**

This course is an attempt to reduce exit points along the developmental English pathway to transfer-level English. Whereas at other colleges Reading is absorbed into the English department, and basic skills English courses are essentially often primarily Reading classes, as we have a Reading department, we are requesting a co-requisite of Reading that will get students up to speed and allow the focus of the English course to remain on writing, with academic reading skills still below-college level (10th grade) being developed by the Reading course and/or already achieved by the student. The Reading 101X course is also accelerated and designed to take the reader up to the 10th grade proficiency level.
<table>
<thead>
<tr>
<th>Approval Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction Council Chair: 12/04/2017</td>
</tr>
<tr>
<td>Department Chair: 10/18/2017</td>
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<tr>
<td>Division Dean: 10/18/2017</td>
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