

# HSENG086 - College Preparatory Composition

## General Information

<b>Author(s):</b>	Support, Tech Garcia, Anaisabelle Diaz, Darlene Espinosa, Laura eLumen, SCC
<b>Proposal Start:</b>	Spring 2019
<b>Distance Education Approved:</b>	No
<b>TOP Code:</b>	4930.62
<b>TOP Code Name:</b>	Secondary Education (Grades 9-12) and G.E.D.
<b>CIP Code:</b>	53.0201
<b>CIP Code Name:</b>	High School Equivalence Certificate Program
<b>SAM Code:</b>	E = Non-Occupational
<b>Course Control Number:</b>	CCC000586792
<b>Curriculum Committee Approval Date:</b>	05/15/2017
<b>Board of Trustees Approval Date:</b>	06/12/2017
<b>External Review Approval Date:</b>	10/19/2017
<b>Course Description:</b>	Provides development of critical reading, academic writing, and academic research skills to prepare students for transfer level associate degree courses. Students will utilize the writing process in extended practice with expository and argumentative essays, will respond to academic reading, and will develop academic research skills and documentation techniques. Emphasis will be placed on refining writing in terms of grammar and sentence skills. Open Entry/Open Exit.
<b>Submission Rationale:</b>	Mandatory Revision

## Faculty Minimum Qualification Requirements

<b>Master Discipline Preferred:</b>	No value
<b>Alternate Master Discipline Preferred:</b>	No value
<b>Bachelors or Associates Discipline Preferred:</b>	No value
<b>Additional Bachelors or Associates Discipline:</b>	No value

## Course Development Options

Course Basic Skill Status	Grading Criteria	Grade Options
Course is a basic skills course.	99	Letter Grade methods Other: Closed Book: 90-100% = A 80-89% = B 70-79% = C 60-69% = D Below 60% = F Open Book: 95-100% = A 88-94% = B 80-87% = C 70-79% = D Below 70% = F SP = Satisfactory Progress To be awarded "SP", a student must have a minimum of one (1) successfully-completed assignment, with a grade equivalent to a "C" or above. NP= No Pass A student who receives "NP" has been in attendance but does not have any successfully completed assignments, with a grade equivalent to a "C" or above.

Allow Students to Gain Credit by Exam/Challenge

### Rationale For Credit By Exam/Challenge

No value

### Retake Policy Description

CE - Continuing Education

Allow Students To Audit Course

### Course Prior to College Level

Not applicable.

## Associated Programs

### Associated Program

No value

### Award Type

No value

### Transferability & Gen. Ed. Options

**Request for Transferability**

Not transferable

**Transferability Status**

Not transferable

### Noncredit

**Summary**

<b>Minimum Units</b>	-	<b>Total Course In-Class (Contact) Hours</b>	72	<b>Total Student Learning Hours</b>	72
<b>Minimum Units</b>	-	<b>Total Course Out-of-Class Hours</b>	-	<b>Faculty Load</b>	-

**Detail**

**Weekly Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	4.5	-
Lab Hours	-	-
Activity Hours	-	-

**Course Student Hours**

<b>Course Duration (Weeks)</b>	16
<b>Hours per unit divisor</b>	48
<b>Course In-Class (Contact) Hours</b>	
Lecture	72
Lab	-
Activity	-
<b>Total</b>	<b>72</b>

**Course Out-of-Class Hours**

Lecture	-
Lab	-
Activity	-

**Total** -

**Noncredit - Weekly Specialty Hours**

**Units and Hours**

**Summary**

<b>Minimum Units</b>	-	<b>Total Course In-Class (Contact) Hours</b>	-	<b>Total Student Learning Hours</b>	-
<b>Minimum Units</b>	-	<b>Total Course Out-of-Class Hours</b>	-	<b>Faculty Load</b>	-

**Detail**

**Weekly Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	-	-
Lab Hours	-	-
Activity Hours	-	-

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	-
Lab	-
Activity	-
<b>Total</b>	-
<b>Course Out-of-Class Hours</b>	
Lecture	-
Lab	-
Activity	-
<b>Total</b>	-

## Units and Hours - Weekly Specialty Hours

## Requisites

### Advisory

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## Entrance Skills

Skill	Rational (Optional)
No value	No value

## Limitations on Enrollment

## Specifications

Methods of Instruction	Rationale (Optional)
Activity	
Cooperative Learning	
Directed Study	
Discussion	
Guided Inquiry	
Handouts	
Individualized Instruction	
Instructor-Prepared Materials	
Lecture	
Mediated Learning	
Multimedia Presentations	

**Outside-of-Class Assignments Only**

- Reading Textbook and Assigned Readings
- Analyzing Academic Reading
- Completing Worksheets
- Computer Assignments
- Completing Textbook Assignments
- Writing and Revising Paragraphs and Essays
- Conducting Research
- Writing Research Paper
- Taking Quizzes and Tests
- Taking Final Exam and Standardized Tests

**Methods of Evaluation****Rationale (Optional)**

Computer Assignments

Exams/Tests

Final Exam

Oral Presentation

Papers

Quizzes

Research Papers/Projects

Worksheets

Written Responses to Primary Sources

Class Work

Journaling

**Textbook Rationale**

No value

**Textbooks**

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
Langan, J.	Exploring Writing	McGraw-Hill	2013 (\$102)	9780073533339

## Learning Outcomes and Objectives

### Course Objectives

- ✓ Apply active reading strategies for pre-reading and vocabulary development.
- ✓ Establish ability to distinguish between fact and opinion.
- ✓ Determine author's purpose and point-of-view in a work.
- ✓ Differentiate between main idea and supporting details.
- ✓ Read materials for understanding at the literal level and interpret the text for deeper meaning.
- ✓ Determine inferences from readings.
- ✓ Apply critical reading strategies to evaluate ideas in a work and to formulate opinions and conclusions.
- ✓ Apply pre-writing techniques to identify purpose and audience.
- ✓ Develop effective thesis statements.
- ✓ Establish a clear method of organization using ordering strategies.
- ✓ Provide sufficient supporting evidence in writing.
- ✓ Demonstrate the ability to write an effective introduction and conclusion paragraph for an essay.
- ✓ Utilize the writing process to develop unified, well-supported, organized, coherent paragraphs and essays.
- ✓ Demonstrate proficiency writing paragraphs and essays with an emphasis on expository and argumentative writing.
- ✓ Create written responses to assigned readings.
- ✓ Conduct library research and obtain appropriate sources.
- ✓ Select an appropriate, limited topic.
- ✓ Prepare research notes on readings.
- ✓ Demonstrate understanding of summarizing, paraphrasing, and direct quotation.
- ✓ Show clear understanding of plagiarism through the proper use of citations.
- ✓ Distinguish between a bibliography and a works cited page.
- ✓ Write a research paper on a limited topic with MLA formatting and a works cited page.
- ✓ Construct effective sentences using proper English grammar and punctuation.
- ✓ Avoid the use of sentence fragments and run-ons.
- ✓ Demonstrate proper use of verbs including correct form and tense, and subject-verb agreement.
- ✓ Use quotation marks properly in writing for citing works.
- ✓ Utilize a variety of sentence patterns in writing.
- ✓ Demonstrate ability to edit and proofread writing.

### CSLOs

**Utilize the writing process to compose grammatically correct sentences, paragraphs, and essays that are unified, supported, organized, and coherent.**

Expected SLO Performance:

**Apply critical reading strategies to written works for meaning, rhetorical strategies, and evaluation of ideas.**

Expected SLO Performance:

**Conduct library research and write a paper in MLA format with proper documentation.**

Expected SLO Performance:

## Course Outline

### Course Outline

Lecture		
Approx. Hours	Content	Objective
15.00	Critical Reading <ul style="list-style-type: none"> <li>• Pre-reading strategies</li> <li>• Vocabulary development</li> <li>• Comprehension</li> <li>• Inferences</li> <li>• Evaluation of material</li> </ul>	<ul style="list-style-type: none"> <li>• Apply active reading strategies for pre-reading and vocabulary development.</li> <li>• Establish ability to distinguish between fact and opinion.</li> <li>• Determine author's purpose and point-of-view in a work.</li> <li>• Differentiate between main idea and supporting details.</li> <li>• Read materials for understanding at the literal level and interpret the text for deeper meaning.</li> <li>• Determine inferences from readings.</li> <li>• Apply critical reading strategies to evaluate ideas in a work and to formulate opinions and conclusions.</li> </ul>
20.00	Expository and Argumentative Writing <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Effective thesis statements</li> <li>• Paragraph writing</li> <li>• Essay writing               <ul style="list-style-type: none"> <li>◦ Expository</li> <li>◦ Argumentative</li> </ul> </li> <li>• Response to literary works</li> </ul>	<ul style="list-style-type: none"> <li>• Apply pre-writing techniques to identify purpose and audience.</li> <li>• Develop effective thesis statements.</li> <li>• Establish a clear method of organization using ordering strategies.</li> <li>• Provide sufficient supporting evidence in writing.</li> <li>• Demonstrate the ability to write an effective introduction and conclusion paragraph for an essay.</li> <li>• Utilize the writing process to develop unified, well-supported, organized, coherent paragraphs and essays.</li> <li>• Demonstrate proficiency writing paragraphs and essays with an emphasis on expository and argumentative writing.</li> <li>• Create written responses to assigned readings.</li> </ul>
25.00	Academic Research <ul style="list-style-type: none"> <li>• Library research</li> <li>• Research skills</li> <li>• Limiting a topic</li> <li>• MLA formatting</li> <li>• Documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct library research and obtain appropriate sources.</li> <li>• Select an appropriate, limited topic.</li> <li>• Prepare research notes on readings.</li> <li>• Demonstrate understanding of summarizing, paraphrasing, and direct quotation.</li> <li>• Show clear understanding of plagiarism through the proper use of citations.</li> <li>• Distinguish between a bibliography and a works cited page.</li> <li>• Write a research paper on a limited topic with MLA formatting and a works cited page.</li> </ul>
12.00	Sentence Skills <ul style="list-style-type: none"> <li>• Proper English grammar</li> <li>• Effective sentences</li> <li>• Punctuation marks</li> <li>• Editing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Construct effective sentences using proper English grammar and punctuation.</li> <li>• Avoid the use of sentence fragments and run-ons.</li> <li>• Demonstrate proper use of verbs including correct form and tense, and subject-verb agreement.</li> <li>• Use quotation marks properly in writing for citing works.</li> <li>• Utilize a variety of sentence patterns in writing.</li> </ul>

- Proofreading strategies

- Demonstrate ability to edit and proofread writing.

## Distance Education Addendum

1. Is the method of delivery 100%online or hybrid? Please select one.

2. Title 5 (55204) states that “Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.” Describe/give examples of the methods of instruction which will be used in the hybrid/online course. Please include how the methods of instruction used in the traditional classroom will be modified and/or replaced in the hybrid/online classroom. How will these methods ensure that you will maintain regular effective contact with the students?

3. Describe how you will promote and monitor effective student-to-student contact.

4. Describe and give examples of how student learning will be evaluated.

5. List any special texts, equipment, or supplies needed for this course or sections of this course being offered through distance education.

6. Describe the college resources that will be required by you and your students (facilities, technology, student support services) for this course.

7. Section 55200 of title 5 states “In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).” What technologies will you be using for instruction (video, flash, images, etc)? How will you ensure that instruction using these technologies is accessible to students with disabilities?