

ENGL R101S: COLLEGE COMPOSITION COREQUISITE SUPPORT

Originator

ecaruth

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College

Oxnard College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

R101S

Course Title (CB02)

College Composition Corequisite Support

Banner/Short Title

College Comp Co-req Support

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This co-requisite course provides additional help and support for students enrolled in ENGL R101 College Composition. The course will provide support instruction in areas of the ENGL R101 curriculum where students tend to require more attention. It will allow for more concentrated efforts on the core elements of ENGL R101. Courses is offered Pass/No Pass (P/NP) only.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

S - Course is a support course

Field trips

May be required

Grading method

Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

35

Maximum Contact/In-Class Lecture Hours

35

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

35

Total Maximum Contact/In-Class Hours

35

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

70

Maximum Outside-of-Class Hours

70

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

105

Total Maximum Student Learning Hours

105

Minimum Units (CB07)

2

Maximum Units (CB06)

2

Corequisites

ENGL R101

Entrance Skills

Entrance Skills

Skills developing ENGL R101 such as writing multi-page essays, thesis statements, incorporation of outside sources and MLA format.

Requisite Justification

Requisite Type

Corequisite

Requisite

ENGL R101

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Students will be able to evaluate appropriate researched outside sources. |
| 2 | Students will be able to compose a thesis statement that contains the topic, the controlling idea, and the main points to be discussed in the essay. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|--|
| 1 | Identify reading strategies for a variety of texts. |
| 2 | Develop methods for identifying arguments, patterns, and strategies in a variety of texts. |
| 3 | Generate ideas for writing. |
| 4 | Compose early drafts of writing. |
| 5 | Determine rhetorical strategies for academic writing. |
| 6 | Apply strategies for revision. |
| 7 | Formulate approaches to grammatical, mechanical, and syntactical errors. |
| 8 | Employ a variety of research strategies. |
| 9 | Develop and explain legitimate inferences from specific data. |
| 10 | Implement appropriate documentation. |
| 11 | Integrate creative and critical thinking in reading, writing, and class discussion. |

Course Content**Lecture/Course Content**

I. Critical reading skills

- A. Annotation
- B. Notetaking
- C. Think-alouds
- D. Written reflection
- E. Definition and identification of rhetorical strategies

II. Analysis of abstract ideas

- A. Class discussion
- B. Presentations
- C. Activities that encourage making connections among texts, personal experience, and society

III. Writing

A. Process

- 1. Reviewing texts
- 2. Prewriting and idea generation
- 3. Incorporating outside text and arguments into writing
- 4. Anticipating audience need
- 5. Peer workshop feedback
- 6. Revising
- 7. Proofreading and editing
- 8. Rhetorical strategies
- 9. Purpose and audience
- 10. Argument formulation
- 11. Logical organization
- 12. Standard paper format

B. Support for grammar, mechanics, and syntax as needed, in context of assignments

- C. Peer editing
- D. Collaborative writing and editing exercises
- E. Group Presentations
- F. Individual consulting and revising sessions
- G. Writing Center visits may be required

IV. Research

- A. Strategies
- B. Sources
- C. Evaluation
- D. Use MLA citation style

Laboratory or Activity Content

None.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Individual projects
Journals
Portfolios
Quizzes
Reports/papers
Research papers
Skills demonstrations
Skill tests

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Field trips
Group discussions
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will lead small group projects in class
2. The instructor will guide students in short written assignments relating to the parent class.
3. The instructor will assign journals to help students practice writing and develop ideas.
4. Students will engage in discussion with the class and/or small groups.
5. The instructor will guide and focus students' learning basic skills and how to apply those skills to their writing.
6. Students will engage in reading lessons that hone reading skills and focus on annotation and comprehension as well as interpretation and application of readings to other written assignments, small group work, or class discussions that are instructor led.

Representative Course Assignments

Writing Assignments

- a. Syntax and grammar review as necessary and appropriate such as exercises from the textbook.
- b. Paragraph review as necessary and appropriate such as peer review or group work.
- c. Essay review as necessary and appropriate such as peer review or group work.
- d. Review and revise essays written for the paired section of ENGL R101 such as peer review or group work.

Critical Thinking Assignments

1. Participate in class and small group discussion on various topics relating to assigned reading and writing assignments.
2. Students will learn self-direction and self-motivation through various skills building assignments, both individually and within teams or small groups.

Reading Assignments

- a. Assigned readings enhancing lecture topics as related to the paired section of ENGL R101.
- b. Peer drafts and model essays as related to the paired section of ENGL R101.
- c. Review of reading as necessary and appropriate and as related to the paired section of ENGL R101.

d. Evaluation outside sources as related to the paired section of ENGL R101.

Other assignments (if applicable)

Recommended optional activities such as:

- a. Creating poster presentations.
- b. Attending workshops offered by the Writing and Reading Center.
- c. Visits to the Writing and Reading Center may be required.

Outside Assignments

Representative Outside Assignments

Supplemental reading beyond assigned texts.

2. Written assignments.
3. Outside of class group work.
4. Internet inquiry activities such as locating reliable websites to use in research.
5. Completion of online quizzes and other homework assignments.
6. Watching assigned instructional videos such as those created by the instructor for the class or TED Talks.
7. Skills-based exercises to reinforce basic skills, such as worksheets or other similar exercises.
8. Use of library databases to prepare for research in this and other classes.

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionKennedy, X.J., Kennedy, D., & Muth, M. (2020). *The Bedford Guide for College Writers with Reader, Research Manual, and Handbook, 2020 APA Update*. MacMillan Learning.**Library Resources****Assignments requiring library resources**

Research papers required for class.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources
Research paper on a topic related to course material.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
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Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ENGLISH

Review and Approval Dates**Department Chair**

07/22/2020

Dean

07/22/2020

Technical Review

08/26/2020

Curriculum Committee

08/26/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000599389

DOE/accreditation approval date

MM/DD/YYYY