ENGL M91AS: ENGLISH COMPOSITION SUPPORT

Originator
ssims

Co-Contributor(s)

Name(s)
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College
Moorpark College

Discipline (CB01A)
ENGL - English

Course Number (CB01B)
M91AS

Course Title (CB02)
English Composition Support

Banner/Short Title
English Composition Support

Credit Type
Noncredit

Start Term
Fall 2020

Catalog Course Description
Provides corequisite support for English M01A students whose multiple measures assessment suggests they may need or want additional support. Supports student success in designated sections of ENGL M01A through individualized instruction from the same instructor as the students' ENGL M01A section. Incorporates student success skills and contextualizes reading and writing strategies in a workshop environment aligned with ENGL M01A coursework.

Taxonomy of Programs (TOP) Code (CB03)
1501.00 - English

Course Credit Status (CB04)
N (Noncredit)

Course Transfer Status (CB05) (select one only)
C (Not transferable);

Course Basic Skills Status (CB08)
B - The Course is 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)
K - Other Noncredit Enhanced Funding

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)
C - Elementary and Secondary Basic Skills

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
Will not be required

Grading method
Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
Yes
Number of times a student may enroll in this course
Unlimited

Maximum units a student may earn in this course
0

Units and Hours

Carnegie Unit Override
Yes

Total in-Class (full semester or term)
Total Minimum Contact/In-Class Hours (for full semester or term; not weekly)
17.5
Total Maximum Contact/In-Class Hours (for full semester or term; not weekly)
17.5

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
17.5
Total Maximum Student Learning Hours
17.5

Prerequisites
None

Corequisites
ENGL M01A

Advisories on Recommended Preparation
None

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	develop an individual learning plan to address gaps.
2	describe and apply active reading strategies to college-level reading assignments.
3	edit their writing to eliminate grammar and mechanical errors.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	identify individual strengths and weaknesses in reading, writing, and critical thinking.
2	apply non-cognitive skills such as growth mindset and habits of mind in order to complete assignments in ENGL M01A.
3	apply active reading strategies such as talking to the text, thinking aloud, sustained silent reading, and annotation.
4	apply the conventions of Standard Written English to produce writing relatively free from grammar errors such as run-on sentences, comma splices, sentence fragments, improper pronoun reference, and mechanical errors in spelling, punctuation, and capitalization.
5	develop an individualized learning plan and apply learning strategies to address gaps.

Course Content

Lecture/Course Content
1. **(22%) - Reading strategies: talking to the text, thinking aloud, sustained silent reading, annotation**
2. **(22%) - The writing process: prewriting, drafting, revising, editing, proofreading**
3. **(22%) - Standard Written English: avoid grammar and mechanical errors**
4. **(22%) - Non-cognitive skills: growth mindset, habits of mind**
5. **(12%) - Timed writing strategies for in-class writing, including essay exams**

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Skills demonstrations
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):
Individual projects
Journals
Laboratory activities
Objective exams
Quizzes
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
Group discussions
Guest speakers
Internet research
Laboratory activities
Small group activities

Describe specific examples of the methods the instructor will use:
- Individual and group tutoring on identified areas of weakness.
- Assign Directed Learning Activities for specific individual problems, both printed and digital.
- Teach "Reading Apprenticeship"-type activities such as annotation to support college-level reading.
- Provide practice in sentence-level, paragraph-level, and essay-level writing and editing.
- Coach students in non-cognitive strategies for academic success.

Representative Course Assignments

Writing Assignments
- Writing sentences and paragraphs to address individual needs.
- Developing and editing writing assignments in ENGL M01A.
- Writing reflective journals on reading strategies and non-cognitive strategies.
- Participating in timed writing exercises to practice strategies for in-class writing.

Critical Thinking Assignments
- Annotating readings for main ideas, sub-ideas, evidence, rhetorical strategies, outside sources, and style.
- Brainstorming, outlining, drafting, and editing students' original essays.
- Identifying and eliminating logical fallacies.
- Identifying and incorporating outside sources.

Reading Assignments
- Assignments from ENGL M01A.
- Essays and TED talks on topics relevant to students' assignments and identified learning gaps.

Skills Demonstrations
- Writing correct and coherent sentences, paragraphs, and essays, including timed writings.
- Participating in Directed Learning Activities and quizzes.
- Participating in individual and group discussion with instructor.

Outside Assignments

Articulation

Comparable Courses within the VCCCD
ENGL R101S - College Composition Corequisite Support

Textbooks and Lab Manuals
Resource Type
Textbook

Classic Textbook
Yes

Description
Bullock, Richard, et al. *Little Seagull Handbook, with Exercises.* 3rd ed., Norton, 2017.

Resource Type
Textbook

Classic Textbook
No

Description
Bain, Ken. *What the Best College Students Do.* Belknap, 2012.

Resource Type
Software

Description
InQuizitive. W.W. Norton.

Library Resources

Assignments requiring library resources
Research using the Library's print and online resources.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Finding and evaluating sources through library books, periodicals, and databases.

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)	Posting discussions on assigned topics; responding to peers' posts.
E-mail	Responding to students' questions.
Face to Face (by student request; cannot be required)	Meeting to discuss individual problems.
Synchronous Dialog (e.g., online chat)	Individual and group discussions.
Other DE (e.g., recorded lectures)	Grammar exercises via InQuizitive or other online resources.

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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)	Posting discussions on assigned topics; responding to peers' posts.
E-mail	Responding to students' questions.
Face to Face (by student request; cannot be required)	Meeting to discuss individual problems.
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Examinations

Hybrid (1%–50% online) Modality
Online

Hybrid (51%–99% online) Modality
Online

Primary Minimum Qualification
ENGLISH

Review and Approval Dates

Department Chair
12/04/2019

Dean
12/13/2019

Technical Review
01/16/2020

Curriculum Committee
01/21/2020

DTRW-I
02/13/2020

Curriculum Committee
MM/DD/YYYY

Board
03/10/2020

CCCCO
MM/DD/YYYY

DOE/accreditation approval date
MM/DD/YYYY