# ENGL M91AS: ENGLISH COMPOSITION SUPPORT

**Originator**

ssims

**Co-Contributor(s)**

| Name(s) |
| --- |
| Booth, Katie (kbooth) |
| Bradford, Wade (wbradford) |
| Lybarger-Monson, Kara (klybargermonson) |

**College**

Moorpark College

**Attach Support Documentation (as needed)**

ENGL M91AS_state approval letter_CCC000615154.pdf

**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 2022

**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**
(P) 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

## 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

**Corequisites**
ENGL M01A

## Requisite Justification
**Requisite Type**
Corequisite

**Requisite**
ENGL M01A

**Requisite Description**
Corequisite

**Level of Scrutiny/Justification**
Other (specify)

**Specify Other Level of Scrutiny/Justification**
This course supports the corequisite course, ENGL M01A

---

| **Student Learning Outcomes (CSLOs)** | |
|---|---|
| | **Upon satisfactory completion of the course, students will be able to:** |
| 1 | develop an individual learning plan to address gaps. |

| **Course Objectives** | |
|---|---|
| | **Upon satisfactory completion of the course, students will be able to:** |
| 1 | develop an individualized learning plan that identifies students' strengths and supports growth areas in reading, writing, and critical thinking. |
| 2 | develop affective domain skills such as growth mindset and habits of mind in order to complete assignments in ENGL M01A. |
| 3 | apply active reading strategies such as pre-reading practices, annotation styles, and note-taking techniques. |
| 4 | apply the conventions of academic prose to create written assignments with clear expression, logical organization, and idea development. |

## Course Content

**Lecture/Course Content**
1. **(22%) - Reading strategies: pre-reading, annotation, note-taking**
2. **(22%) - The writing process: prewriting, drafting, revising, editing, proofreading**
3. **(22%) - Adopting academic prose: expression clarity, written style appropriate to assignment**
4. **(22%) - Affective domain: 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):**
Written expression
Skills demonstrations

**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):**
Group projects
Individual projects
Journals
Laboratory activities
Skills demonstrations
Skills tests or practical examinations
Written compositions

Written homework

## Instructional Methodology

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

Audio-visual presentations
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Distance Education
Group discussions
Guest speakers
Internet research
Laboratory activities
Modeling
One-on-one conference
Small group activities

**Describe specific examples of the methods the instructor will use:**

In addition to lectures and discussions, the instructor will use online presentations (PowerPoint, Google Slides, etc), video presentations (films, documentaries, instructional), group activities, and classroom demonstrations to explain course content.  Also, the instructor will facilitate peer reviews, journal writing activities, and brainstorming sessions.

- Individual and group tutoring on identified growth areas.
- Assign Directed Learning Activities for specific individual problems, both printed and digital.
- Teach active reading 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 affective domain 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 affective domain 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 growth areas.

### Skills Demonstrations
- Writing coherent sentences, paragraphs, and essays, (including timed writings.)
- Participating in Directed Learning Activities.
- Participating in individual and group discussions with the instructors.

## 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.* 4th ed., Norton, 2021.

**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 (1%–50% online)
Hybrid (51%–99% 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 growth areas. |
| Synchronous Dialog (e.g., online chat) | Individual and group discussions. |
| Other DE (e.g., recorded lectures) | Grammar exercises via InQuizitive or other online resources. |

**Hybrid (51%–99% 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 growth areas. |
| Synchronous Dialog (e.g., online chat) | Individual and group discussions. |
| Other DE (e.g., recorded lectures) | Grammar exercises via InQuizitive or other online resources. |

**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 growth areas. |
| Synchronous Dialog (e.g., online chat) | Individual and group discussions. |
| Other DE (e.g., recorded lectures) | Grammar exercises via InQuizitive or other online resources. |

## Examinations

**Hybrid (1%–50% online) Modality**

On campus
Online

**Hybrid (51%–99% online) Modality**

On campus
Online

**Primary Minimum Qualification**
ENGLISH

## Review and Approval Dates

**Department Chair**
03/01/2022

**Dean**
03/06/2022

**Technical Review**
03/17/2022

**Curriculum Committee**
4/5/2022

**DTRW-I**
MM/DD/YYYY

**Curriculum Committee**
MM/DD/YYYY

**Board**
MM/DD/YYYY

**CCCCO**
MM/DD/YYYY

**Control Number**
CCC000615154

**DOE/accreditation approval date**
MM/DD/YYYY