



El Camino College
COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: English 1AS
Descriptive Title: Reading and Composition Support
Course Disciplines: English
Division: Humanities

Catalog Description:

This is a supplemental writing course taught in conjunction with English 1A. Students receive instruction in the basic elements of the college essay and receive additional support for topics covered in English 1A.

Conditions of Enrollment:

Corequisite: English 1A
Recommended Preparation: Qualification by assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	2.00 hours per week	TBA
Hours Laboratory:	hours per week	TBA
Course Units:	2.00	

Grading Method: Pass / No Pass
Credit Status: Non-Degree Credit

Transfer CSU: No
Transfer UC: No

General Education:

El Camino College:

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. [SLOs 1-3 rearticulate the SLOs from ENGL 1A, as the primary goal of ENGL 1A is for students to succeed in transfer-level English. SLOs 4-5 are specific to ENGL 1AS.] Complete a research-based essay that has been written out of class and undergone revision. It should demonstrate the student's ability to thoughtfully support a single thesis using analysis and synthesis.
2. Integrate multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
3. Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.
4. Revise essay drafts based on feedback from others.
5. Comprehend and analyze non-fiction college-level texts.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Apply writing process strategies, especially those related to prewriting, drafting, and revision, with the goal of composing thesis-driven essays
 - Term or other papers
2. Utilize reading strategies for analyzing and interpreting texts, with the goal of understanding a writer's point, the relationship between the main ideas and supporting details, and the significance of the issues, ideas, and points the author is attempting to convey
 - Written homework
3. Apply research and information literacy skills with the goal of effectively integrating outside sources into academic writing, while utilizing MLA conventions of documentation
 - Term or other papers
4. Employ strategies for revising sentence-level grammar and usage errors
 - Term or other papers
5. Demonstrate metacognition concerning successful reading and writing processes
 - Written homework

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	5	I	The Writing Process A. Reviewing mentor texts B. Reading essay prompts carefully C. Utilizing prewriting strategies D. Drafting E. Utilizing revision strategies F. Processing and utilizing feedback
Lecture	6	II	Critical Reading Strategies A. Annotating B. Notetaking C. Processing through written reflection D. Breaking down texts using graphic organizers E. Identifying rhetorical strategies F. Identifying main ideas and supporting details G. Making inferences H. Identifying the rhetorical situation (purpose, audience, context, genre, etc.) I. Distinguishing between fact and opinion
Lecture	5	III	Developing and Revising Essay Components A. Strategically developing introductions and conclusions B. Revising and fine-tuning thesis statements C. Reworking body paragraphs for greater development, unity, and coherence
Lecture	5	IV	Strategies for Working with Sources A. Paraphrasing sources B. Synthesizing sources C. Integrating relevant quotations D. Avoiding plagiarism
Lecture	5	V	Research Paper Writing A. Utilizing library resources B. Utilizing source evaluation strategies C. Composing annotated bibliographies or similar reviews of research D. Proposing a research subject and developing a preliminary research plan E. Evaluating one's use of MLA-style documentation, especially in-text citations and the works cited page
Lecture	5	VI	"Just-in-time" remediation for grammar and mechanics, as needed, in the context of writing assignments A. Peer editing B. Collaborative editing exercises C. Group activities D. One-on-one consulting and revising sessions
Lecture	3	VII	Metacognition about writing and academic performance

			<ul style="list-style-type: none"> A. Considering affective issues that impact student performance B. Reflecting on and reconsidering writing C. Identifying strengths in writing D. Identifying weaknesses in writing and methods to address them
Lecture	2	VIII	<p>Discussion of success indicators and navigation of home, work, and academic life</p> <ul style="list-style-type: none"> A. Motivation B. Resilience C. Resourcefulness D. Utilization of campus student services and supports E. Time management skills
Total Lecture Hours	36		
Total Laboratory Hours	0		
Total Hours	36		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Reading Assignment on “Brainology: Transforming Students’ Motivation to Learn” by Carol S. Dweck

Before you read: Write a paragraph in response to this question: what do you think is necessary for someone to become a highly-motivated student who is passionate about learning?

While you read: 1.) Circle, underline, or highlight words and sentences that stand out to you, or that you have questions about. 2.) Jot down notes in the margins of the article about any connections or questions you come up with. When you’re done, someone should be able to pick up the article and say, “This student clearly read the article very carefully.” This means at least four connections/questions on each page.

After you read: 1.) In one paragraph, in your own words, how would you define the fixed mindset? 2.) In one paragraph, in your own words, how would you define the growth mindset?

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a 3- to 4-page written essay, analyze the thesis and supporting evidence in Robert Heilbroner's "Don't Let Stereotypes Warp Your Judgment," and evaluate whether his perception that the practice of stereotyping can be reduced through individual effort is valid or invalid. Analyze and evaluate the portions of Heilbroner's text that you incorporate into your essay.

2. English 1A Research Paper: Capstone Assignment

Assignment Requirements:

- I. The paper should present a thesis that is specific, manageable, provable, and contestable--in other words, the thesis should offer a clear position, stand, or opinion that will be proven with research.
- II. You need to research and cite from at least five sources. You must use at least 4 different types of sources.

- At least one source must be from our library's database (such as Academic Search Premier or CQ Researcher).
 - At least one source must be a book, anthology, or textbook.
 - At least one source must be from a credible website, appropriate for academic use.
 - At least one source must be scholarly (these may be articles from ECC library databases or books).
- I. The paper should not over-rely on one main source for most of the information. Rather, it should use multiple sources and synthesize the information found in them.
 - II. The paper will be approximately 5-7 pages in length, not including the Works Cited page, which is also required. This means at least 5 full pages of text. The Works Cited page does NOT count toward the length requirement.
 - III. You must use MLA format for the document, in-text citations, and Works Cited page.
 - IV. You must integrate quotations and paraphrases using signal phrases and analysis or commentary.
 - V. You must sustain your argument, use transitions effectively, and use correct grammar, spelling, and punctuation.
 - VI. Your paper must be logically organized and focused.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
 Quizzes
 Reading reports
 Written homework
 Term or other papers
 Journal (kept regularly throughout the course)

V. INSTRUCTIONAL METHODS

Demonstration
 Discussion
 Group Activities
 Internet Presentation/Resources
 Lecture

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
 Required reading
 Written work
 Journal

Estimated Independent Study Hours per Week: 4

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Eric Schlosser. Fast Food Nation. First Mariner Books, 2012.
 Qualifier Text: Discipline standard,
 Sonia Nazario. Enrique's Journey. Random House, 2014.
 Diana Hacker and Nancy Sommers. Rules for Writers. Bedford/St. Martin's, 2016.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

The books listed above are examples of the types of texts that might be required in ENGL 1A, the corresponding transfer-level course for ENGL 1AS.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Corequisite English-1A	ENGL 1AS is necessary for accurately placed students to be successful in ENGL 1A because it provides the extra scaffolding, support, and instructor attention that some students need in order to produce college-level writing. ENGL 1AS provides more sustained practice in implementing reading strategies, developing and articulating a specific thesis, formulating a written argument, and implementing strategies for revision. ENGL 1AS provides the opportunity for students to dig deeper into course texts for ENGL 1A and for instructors to work hands-on with students on their writing.

B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non Course Recommended Preparation: Qualification by Assessment	ENGL 1AS will always be taken in conjunction with ENGL 1A, ECC's transfer-level English composition course. Many students taking ENGL 1A with ENGL 1AS would historically have placed lower in the basic skills sequences, a co-requisite approach to remediation focuses on challenging students (placing them directly in a college-level course) while also providing a high level of support (by providing additional co-requisite hours with the same instructor). During the assessment process, some students will be required to take ENGL 1AS with ENGL 1A in order to enroll in ENGL 1A.

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Scott Kushigemachi on 10/21/2017.

BOARD APPROVAL DATE: 01/16/2018

LAST BOARD APPROVAL DATE: 03/28/2019

Last Reviewed and/or Revised by: Chelsea Henson

Spring 2019

Date: