

ENGL 246A: COMPOSITION & READING SUPPLEMENTAL INSTRUCTION

Foothill College Course Outline of Record

Heading	Value
Units:	2
Hours:	2 lecture per week (24 total per quarter)
Corequisite:	ENGL 1A.
Degree & Credit Status:	Non-Degree-Applicable Credit Course Basic Skills, 1 Level Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Description

Incorporates and contextualizes reading and writing strategies aligned with ENGL 1A coursework. Students receive additional support for success in ENGL 1A by practicing and reinforcing critical reading, thinking, and writing skills to engage further in the processes of expository and argumentative writing.

Course Objectives

The student will be able to:

- Practice integrated reading and writing strategies to support the writing process as applied to ENGL 1A.
- Demonstrate meta-cognitive awareness of the integration between reading and writing processes to support work in ENGL 1A.

Course Content

A. Practice reading and writing strategies to support the writing process as relevant to student needs in ENGL 1A:

- Reading strategies for comprehension and critical reading, such as:
 - Activating schema: previewing, predicting, prior knowledge
 - Think aloud
 - Talking to the text (e.g., double entry journals, annotation)
 - Sectioning and reverse outlining
 - Vocabulary in context
 - Summary for comprehension
 - Questioning
 - Graphic organizers
 - Text-based discourse, including class discussion strategies
 - Create and foster personal connections to the texts
 - Establish a community of readers who are able to discuss texts with ease and critical attention (e.g., think/pair/share, response cards, idea gallery, "Cocktail Party")
- Writing strategies for all stages of writing process, such as:
 - Understanding and responding to a prompt
 - Brainstorming: free-write, concept mapping, listing
 - Outlining
 - Thesis statements: closed versus open

- Evaluation of evidence
 - Drafting
 - Understanding and incorporating feedback
 - Revision: essay level, paragraph level, sentence level
 - Sentence combining, such as coordination, subordination, correlatives, modifiers (noun phrases, adjective clauses, verbal phrases)
 - Proofreading to identify and eliminate errors, such as comma splices, fragments, spelling (e.g., homophones)
- B. Demonstrate meta-cognitive awareness of the integration between reading and writing processes to support work in ENGL 1A:
- Reflect on the student's own learning to identify and overcome difficulties during the reading and writing process
 - Develop metacognitive awareness of the range of reading and writing strategies and when to employ them
 - Apply writing rubrics to evaluate the effectiveness of writing artifacts at essay, paragraph, and sentence levels

Lab Content

Not applicable.

Special Facilities and/or Equipment

None.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

- Successful completion of ENGL 1A
- Midterm and final self-assessment

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations and class discussion (whole class and small group) on the processes and products of reading and writing.

Representative Text(s) and Other Materials

This course should primarily focus on texts assigned in the ENGL 1A corequisite course.

Behrens and Rosen. *Writing and Reading Across the Curriculum*. New York: Longman, 2015.

Graff and Berkenstein. *They Say/I Say: The Moves that Matter in Academic Writing with Readings*. New York: Norton, 2017.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- Reading of books and/or articles on the process and purpose of reading and writing in an academic setting
- Reading and evaluation of student work (self and that of peers)
- Written reflections and self-evaluations

Discipline(s)

English