

Lassen Community College Correspondence Course Outline  
ENGL 105A Reading and Writing Support 1.0 Units

**Instructor:** Ramser

**Mailing Address:** PO Box 3000, Susanville, CA 96130

**Class Dates:** August 17-December 17

**I. Catalog Description**

The emphasis of this course is to provide support for students in college level reading, writing and critical thinking. Course includes review and application of the basic skills needed for clear written expression. Students will explore grammar, sentence and paragraph structure, essay organization, research and reading skills in the context of work being completed in ENGL 105 Introduction to College Reading, Writing and Thinking or ENGL 1 Freshman Composition. This course has been approved for correspondence and online delivery.

**Corequisite:** ENGL105 or ENGL 1

Does not transfer to UC/CSU

51 Hours Lab

Scheduled: Fall, Spring, Summer

**Required Texts and Supplies**

Anker, Susan. *Real Skills Interactive: A Brief Guide to Writing Sentences and Paragraphs*. Boston: Bedford St. Martin's, 2014

Recommended: Hacker, Diana, *A Writer's Reference*. 7th edition, 2011, Boston. Bedford/St. Martin's, ISBN-13: 978-0-312-60143-0, or 8th edition ISBN-13: 978-1457666766

**II. Coding Information**

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Pass/No Pass

Credit Type: Credit - Not Degree Applicable

TOP Code: 493021

**III. Course Objectives**

**A. Course Student Learning Outcomes**

Upon completion of this course the student will be able to:

1. Write cohesive essays with minimal grammar, punctuation and spelling errors.
2. Successfully read, comprehend and discuss college level texts.

**B. Course Objectives**

Upon completion of this course the student will be able to:

1. Identify core sentence structures and use them with some control to achieve specific purposes.
2. Distinguish between thesis statement and topic sentence.
3. Use a variety of appropriate and specific supporting details (facts, examples, etc.)
4. Demonstrate progress in his/her use of standard English usage and grammar.
5. Select appropriate topic sentences and transition words according to the specified

purpose of the writing (to inform, to entertain, or to persuade).

6. Demonstrate progress in the use of sentence parallelism and balance, verb-tense consistency, unity, coherence, tone and context.
7. Apply prewriting techniques to writing across the curriculum.
8. Perform reading skills such as outlining, marking, questioning and summation in order to prepare for tests or written responses.
9. Apply concepts to readings and writings assigned in ENGL105 or ENGL1.

#### **IV. Course Content**

The following topics may be included; however, the order of presentation, relative emphasis and the depth of treatment will depend on the preferences of the instructor and the needs of the students. Also, all content should be delivered and applied in context to extended reading and writing assignments being completed in ENGL105 and ENGL1.

##### **1. Scope**

- a. Understand sentence level punctuation skills in order to reduce major errors and properly apply basic mechanics, and demonstrate such editing skills in paragraphs and short essay length assignments.
- b. Use strategies for generating, grouping, and prioritizing ideas to develop formal outlines and produce well-structured and well-supported paragraphs and short essays.
- c. Use strategies for increasing reading comprehension and ability to respond to written texts.

##### **2. Paragraphs**

- a. Topic Sentence
- b. Support
- c. Transitions

##### **3. Essay Structure and Style**

- a. Concepts of introduction, body, and concluding paragraphs.
- b. Focus, thesis statement.
- c. Identify core sentence structure.
- d. Parallelism/balance/verb tense/unity/coherence
- e. Use of the topic sentence.
- f. Distinguish between thesis and topic sentence.

##### **4. Punctuation & Grammar**

- a. Identify intermediate parts of speech by function in the text and in student generated sentences.
- b. Identify phrases and clauses in isolation and in the context of compound-complex sentences.
- c. Apply punctuation rules for punctuating clauses in compound, complex, and compound-complex sentences.
- d. Identify and correct major sentence errors: comma splices, run-ons, and sentence fragments.
- e. Learn and apply basic mechanics: use of capitals, apostrophes, commas, colons, semicolons, parentheses, dashes, quotes, and italics.
- f. Make continued grammar and punctuation progress in paragraph and essay assignments.

## **5. Prewriting Skills**

- a. Brainstorming, listing, clustering, and discussion.
- b. Prewriting for across the curriculum.
- c. Introduction to brainstorming, mapping, list-making, etc.
- d. Selection of appropriate topics sentences and transitions for the purpose (to entertain, to inform, to persuade)

## **6. Critical Thinking Skills**

- a. Identifying main ideas
  - b. Evaluating effectiveness of supporting information
  - c. Questioning claims of other authors
  - d. Preparing to write critical responses to single as well as multiple readings.
7. Purpose, Style, Language, Audience, Tone Diction and awareness of audience and purpose.

## **8. Revising/Drafting**

Revision for content and mechanics.

- a. Individual proofreading techniques.
- b. Peer reading
- c. Reading aloud
- d. Following a checklist

## **11. Reading Skills**

- a. Annotating
- b. Questioning
- c. Summarizing and Paraphrasing

## **12. Researching and Citation Skills**

- a. Evaluating sources
- b. Conducting advanced searches
- c. Utilizing summary, paraphrase, and quotations
- d. Citing sources within an essay
- e. Composing MLA-formatted Works Cited citations

## **V. Assignments**

### **A. Appropriate Readings**

Textbook

Articles and additional readings supplied by instructor

### **B. Writing Assignments and Exams**

- **Quote Written Analysis (QW)** – Students write weekly critical analysis and full-page responses to quotes - worth 1 point each.
- **Student mails weekly assignments with the PRINTED cover sheet**
- **Reading Responses (RR)** – students write a full paragraph analysis of the content and structure of the assigned four readings - worth 5 points each.
- **Textbook Chapter Practice Exercises**- Each practice exercises is worth 1 point; some chapters have a few and some chapters have many practice exercises.
- **Printed Exercises, Tests, and Editing Reviews (3, 4, 5, 6)** - Each exercise, test, and review is worth between 3 to 5 points

- **Forms for Planning, Writing, and Revising Papers-** Complete all of the forms- packet is worth 20 points
- **Exams** – Pre-Test (worth 20 points), Review Tests (worth 20 points), and Post Test (worth 20 points) will cover chapter readings and lecture notes. There will not be any make-up exams.
- **Students should refer to the forms for Quote Analysis, essay outline, and thesis statement.**

## VI. Grading

All points earned will be added together and the normal grading curve applied.

**A = 90-100%(403+); B = 80-89%(358+); C= 70-79%(314+); D=60-69%(288+)**

**F=0-59%**

### Assignments

- **Quick Writes (QW)** – 1 point each.
- **Reading Responses (RR)** – 5 points each.
- **Chapter Practice Exercises-** 1 point each
- **Forms for Planning, Writing, and Revising Papers** -20 points
- **Exams** – 60 points
- **Final Exam** – 75 points

<b>WK 1</b> <b>34</b>	<b>WK 2</b> <b>12</b>	<b>WK 3</b> <b>14</b>	<b>WK 4</b> <b>18</b>	<b>WK 5</b> <b>27</b>	<b>WK 6</b> <b>11</b>	<b>WK 7</b> <b>7</b>	<b>WK 8</b> <b>2</b>	<b>WK 9</b> <b>21</b>
<b>WK 10</b> <b>21</b>	<b>WK 11</b> <b>19</b>	<b>WK 12</b> <b>35</b>	<b>WK 13</b> <b>38</b>	<b>WK 14</b> <b>35</b>	<b>WK 15</b> <b>36</b>	<b>WK 16</b> <b>22</b>	<b>WK 17</b> <b>21</b>	<b>FINAL</b> <b>EXAM</b> <b>75</b>
							<b>TOTAL</b>	<b>448</b>

### Incompletes

- By law, incomplete grades may only be given for verifiable emergencies at the instructor's discretion. I will only decide to issue an incomplete grade if a student has a significant emergency after the final drop date AND the student is on track to pass the class.
- If I do decide to assign an incomplete grade, it is your responsibility as a student to communicate with me and verify all conditions for completion of the coursework, including the amount of time allowed for completion. If I cannot confirm conditions with you, I will not assign an incomplete.

I generally do not allow any more than a semester to finish an incomplete.

- If you are unable to complete a class for any reason prior to the drop date, then it is your responsibility to drop the class.

### Extra Credit

There is no extra credit available in this course. Each student is expected to complete all essays, assignments and exams to the best of his/her ability. Failure to do so will have a negative effect on your final grade.

## **Final Exam**

Your final exam is a comprehensive examination meant to measure students' ability to meet the student learning objectives identified for this course. See Proctor to schedule your Final Exam.

## **VII. Methods of Delivery**

### **Correspondence Delivery**

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Student-student and teacher-student interaction and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

## **VIII. Representative Texts and Supplies**

Anker, Susan. *Real Skills Interactive: A Brief Guide to Writing Sentences and Paragraphs*. Boston: Bedford St. Martin's, 2014

## **IX. Discipline/s Assignment**

English

## **X. Course Status**

Current Status: Active

Original Approval Date: 03/01/2014

Board Approval Date: 03/11/2014

Chancellors' Approval Date: 04/08/2014

Revised By: Cheryl Aschenbach

Curriculum/Academic Standards Committee Revision Date: 03/05/2019

## **General Information**

- No late assignments will be accepted. Any missed essays may be made up only with instructor approval for documented, verifiable excuses. If you have a conflict on a day you are scheduled to submit an essay, it is your responsibility to make arrangements to submit the essay prior to your absence.
- If you need any help or have any questions, please contact me through email or correspondence.
- Be prepared to use the library and the Internet to do research.

## **Timelines**

Assignments with **weekly checklist coversheets** must be received in the LCC Correspondence Office by the date due in order to be accepted on time. Work received after the due date is considered late. Late work may be penalized by reduction of one grade except in extreme situations. Work received after the next scheduled due date may not be accepted except in extreme situations. Student work will be returned as soon as possible with feedback relative to student performance and progress. Any questions feel free to contact me by mail or email.

### **Cheating and Plagiarism**

Lassen Community College students are expected to conduct themselves according to the Student Rules of Conduct. All students are expected to complete their own work. **Not doing your own work, giving insufficient credit for the ideas or words of others, or presenting another's words, ideas or language as your own is considered plagiarism.** In cases of suspected cheating or plagiarism, the student will receive a zero (0) grade for the assignment in question with no opportunity for makeup. If cheating or plagiarism persists or is suspected from the same student on multiple assignments, this instructor has the right to give a student a failing grade for failure to complete their own work as well as failure to adhere to the standards expected of students in the Rules of Conduct. Strive to be academically and intellectually honest. If you have any questions about using or citing someone else's material, please see me about it.

### **Submission of Assignments**

Essay assignments, with the exception of early drafts, must be typed using an appropriate academic 12-point font, double-spaced. If a typewriter is not available, incarcerated inmates are expected to write their work out neatly for final drafts. Quick writes (QW), reading responses (RR) and worksheets need not be typed, although students must make sure work is neatly presented and legible if it is handwritten rather than typed. Your name and the assignment (RR2, Argument Essay, etc) must be on all assignments submitted or work will not be graded. If I cannot read your work or cannot tell which assignment you have submitted, I will not grade it.

### **Separate Attachments:**

WEEKLY SCHEDULE

LECTURE NOTES

ASSIGNED READINGS

EXERCISES

**Important ENGLISH 105A Dates** - See attached weekly timeline for due dates and assignments

### **Important LCC Correspondence Dates**

August 17, 2020                      Start of class

December 17, 2020 (week 18)      All work must be received by instructor.

**NO EXCEPTIONS.**

**Work received after December 17, 2020 (week 18), regardless of when it was sent, will NOT be graded.**