

Course Title:	English 92: Accelerated English Fundamentals and Skills
Department:	English
Course #:	1082
Grade Level/s:	12
Course Length:	1 Year (2 semesters)
Prerequisite/s:	English III, Expository Reading/Writing 11, placement or teacher/counselor recommendation
UC/CSU (A-G) Req:	(B) English
Brief Course Description:	This course will focus on critical reading, essays, the writing process, and an introduction to academic research fundamentals. The cornerstone of the course is the scaffolding of lessons to help students read, comprehend, and respond to nonfiction and literary texts. Units also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. Grammar and paragraphing will be reviewed as needed.

I. GOALS

Upon the completion of the course the student will be able to do the following:

- A. Construct a variety of academic essays with careful consideration of audience, purpose, tone and appropriate rhetorical mode. Students will write a least 7 original essays totaling at least 5,500 words / 21 typed pages. One or two of the essays must be written in class with time constraints, and one essay must be a research essay with a minimum of 4 pages and a maximum of 6 pages and no fewer than 3 outside sources. (No literary analysis in essays) Students will read not less than 400 pages of non-fiction texts.

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- B. Investigate pre-reading and pre-writing strategies
- C. Examine reading and synthesizing methodologies
- D. Analyze a variety of texts
- E. Plan and prepare for critical, academic writing
- F. Compose a clear thesis statement which demonstrates an overlying plan for an academic essay
- G. Evaluate, consider, and select appropriate sources for writing purposes
- H. Value the process of pre-writing, synthesizing, reasoning, writing, revising, editing, and formatting
- I. Compose coherent and organized sentences, paragraphs, and essays using MLA guidelines for academic writing
- J. Evaluate writing (including self-evaluation and peer-evaluation) for coherence, unity, appropriate tone, support, and proper diction and language use
- K. Listen and speak confidently; express ideas, collaborate with peers and use presentation skills

II. OUTLINE OF CONTENT FOR THE MAJOR AREA OF STUDY

- A. Critical Reading
 - 1. Pre-Reading Strategies
 - a. Background Knowledge
 - b. Establishing purpose
 - c. Asking questions
 - d. Over-viewing
 - e. Approaching reading
 - f. Metacognition for pre-reading
- B. Active Reading (Students will read not less than 400 pages of non-fiction texts).
 - 1. Making meaning – Determine central ideas and themes of a text
 - a. Making connections and linking
 - b. Exploring significance
 - c. Point of View
 - d. Determining audience
 - e. Author's intent
 - f. Word choice to set tone
 - g. Modes of Persuasion
 - h. Sequencing of events
 - 2. Identifying textual Features
 - a. Captions
 - b. Graphs

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- c. Charts
 - d. Visuals
 - 3. Comprehension strategies
 - 4. Using context clues
 - 5. Vocabulary Development
 - 6. Metacognition and Evidence Charts
- C. Reader Response
 - 1. Forming inferences
 - 2. Synthesizing Ideas
 - 3. Reflection
 - 4. Responding to an author's ideas
 - 5. Logic and reasoning
 - 6. Fact and opinion
 - 7. Identifying and discussing abstract concepts
 - 8. Literary Analysis
 - 9. Rhetorical Analysis
- D. Writing Process
 - 1. Pre-Writing strategies
 - a. Free writing
 - b. Brainstorming
 - c. Outlines
 - d. Clustering
 - e. Questioning/Inquiry
 - f. Discussion
 - g. Mapping
 - 2. Writing Prompts
 - a. Evidence charts
 - b. Reader Log
 - c. In-class writing response
 - d. Discussion boards
 - e. Journals
 - 3. Writing and idea development
 - 4. Establishing writing purpose
 - 5. Determining audience
- E. Essay Structure

Students will write at least 7 original essays totaling at least 5,500 words / 21 typed pages. One or two of the essays must be written in class with time constraints, and one essay must be a research essay with a minimum of 4 pages and a maximum of 6 pages and no fewer than 3 outside sources. (No literary analysis in essays).

 - 1. Thesis statements and structure
 - a. Scope and subject
 - b. Placement
 - c. Central point and purpose
 - d. Organizational forecast
 - 2. Introductions
 - a. Grabbing readers attention

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- b. Tone
 - c. Establishing audience
 - 3. Body paragraphs development
 - a. Topic sentences
 - b. Transitional phrases
 - c. Topic development
 - d. Supporting evidence
 - e. Integrating sources
 - 1. Paraphrasing
 - 2. Quoting (Quote sandwich)
 - 3. Summarizing
 - 4. Signal phrases
 - 5. Analysis
 - 4. Conclusions
 - a. Restatement of central point
 - b. Closing ideas
 - 5. Unity
 - a. Transitions
 - b. Focus
 - 6. Coherence
 - a. Clarity
 - b. Organization
 - c. Clear incorporation of sources
- F. Research and Library /Skills – Use of technology
 - 1. Library research
 - 2. Internet research
 - 3. Evaluation of sources
 - 4. Synthesis of sources
- G. Revision and Self Evaluation
 - 1. Structure
 - 2. Content
 - 3. Organization
 - 4. Clarity
 - 5. Support and central point
 - 6. Incorporation of evidence
 - 7. Adequate synthesis of sources
 - 8. Collaborative revision
- H. Editing
 - 1. Grammar
 - 2. Spelling
 - 3. Sentence structure
 - 4. Tense
 - 5. Diction
 - 6. Syntax
 - 7. Peer editing

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- I. Formatting
 - 1. MLA
 - 2. Resources for MLA
- J. In-Class Writing
 - 1. Planning and preparation
 - 2. Time management
 - 3. Organizational strategies
- K. College Success Skills
 - 1. Note taking
 - 2. College fear factor
 - 3. Fixed mindset vs. growth mindset
- L. Speaking and Listening
 - 1. Peer editing/discuss ideas/positive criticism
 - 2. Socratic Seminar
 - 3. Conversation and collaboration
 - 4. Presentation

III. ACCOUNTABILITY DETERMINANTS

- A. Key Assignments

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required.

 - 1. In Class Timed Writing Response to Malcolm Gladwell's Outliers Introduction - The Roseto Mystery.

In no more than 2 paragraphs, summarize what happened in Wolf's experiment / study (this is your intro). Then, provide a general statement that takes a position about the questions or questions.

 - a. What role does community play in success for college students?
 - b. Why is community important for success in life?
 - c. What role does community play in the 10,000 hour rule?
 - d. What role does community play in the Matthew Effect?
 - 2. Essay Educational Autobiography
 - a. Tell the instructor the story of your educational history, the journey you've been on, the good, the bad, how you have felt about yourself as a learner in your past schooling, and whether you felt much intrinsic motivation.
 - b. Make it detailed, so that the instructor can start to get to know you and learn about your experiences.
 - c. Paper should be a minimum of 3 pages
 - 3. Essay
 - a. Are zombies and/or vampires alive, dead or something in between?
 - b. How zombies and/or vampires are like humans?
 - c. Why do zombies and/or vampires attract us?
 - d. If there is such a thing as a cure for the zombie or a vampire, is it all right to kill any zombie or vampire?
 - e. Is being a zombie or a vampire a better alternative to death?
 - f. What do horror films teach us about ourselves?

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- g. 750 word minimum
- h. Introduction with thesis/claim
- i. Must use two essays as sources
- j. Essay must incorporate two quotes and one paraphrase from outside sources
- 4. Cumulative Research Essay – What is your post high school plan and how are you going to achieve your goals?
The cumulative research essay assignment is an integrative essay in which you'll address the common theme of success from the course and trace it through examples from across the term. The cumulative essay gathers some of your impressions, insights, and ideas about the course materials researched and read. You will synthesize those ideas into a coherent argument assembled around a prevailing thesis. Your essay should work to answer the following sub questions:
 - a. How do you set goals, both long term and short term?
 - b. What steps do you need to take to achieve your goals?
 - c. What factors will be evident to prove success in reaching goals?
 - d. Minimum of 5 complete pages
 - e. Essay must reference at least 4 sources
 - f. Must use MLA format

B. Assessment Methods

- 1. Daily Student Observation
- 2. Classwork/homework
- 3. Performance Tasks
- 4. Constructed Response
- 5. Projects/Presentations
- 6. Quizzes/Tests/Exams
- 7. Essays
- 8. Self-evaluation

IV. INSTRUCTIONAL MATERIALS AND METHODOLOGIES

A. Required Textbook(s)

- 1. Gerrig, R (2007) The Psychology of Survivor: Leading Psychologists Take an Unauthorized Look at the Most Elaborate Psychological Experiment Ever Conducted... Survivor! Smart Pop. ISBN: 978-1933771052
- 2. Gladwell, M (2011) Outliers: The Story of Success Back Bay Books. ISBN: 978-0316017930
- 3. Hacker, D and Somers, N (2011). A Writer's Reference with Exercises 7th Edition Macmillan Education ISBN: 978-0-312-60147-8
- 4. Greene, R and K. S. Mohammad (2012) Zombies, Vampires, and Philosophy: New Life for the Undead Open Court ISBN: 978-0812696837
- 5. Peterson, Christopher. (2008) The Psychology of Superheroes. Ben Bella Books. ISBN-13: 2901933771310
- 6. Kowalski, Dean A. (2012) The Big Bang Theory and Philosophy. John Wiley and Sons. ISBN: 978-1-118-07455-8
- 7. Irwin, William and Richard Brian Davis. (2010) Alice and Wonderland and Philosophy. ISBN: 978-0-470-55836-2
- 8. Michaud, Nicolas. (2013). Frankenstein and Philosophy. ISBN 978-0-8126-9836-7

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Recommended Texts:

1. CSU Task Force, CSU Expository Reading and Writing Course, Semester One and Two. 1st Edition. CSU.
2. Irwin, William and Richard Brian Davis. (2010) Alice and Wonderland and Philosophy. ISBN: 978-0-470-55836-2
3. Huxley, Aldous. Brave New World.
4. Shakespeare, William. Hamlet.
5. Ishiquro, Kazuo. (2015) The Buried Giant.

B. Instructional Methodologies

1. Lecture: Instructor led lectures will emphasize reading, metacognitive, and writing strategies that are essential for academic essay development.
2. Discussion: Whole group, small group, and pair-share discussions will be utilized throughout the semester and will play an essential role in student development of analytic skills.
3. Readings: A variety of readings will be incorporated throughout the semester to allow students ample opportunities to improve their critical reading techniques, written responses to readings, ability to distinguish fact from opinion, understanding textual features such as: structure, transitions, captions, graphs, charts, etc. Textual annotation, accessing background knowledge for the reading, metacognitive strategies, determining bias, and determining purpose will be emphasized
4. Papers and Reports: Essays (regular and in-class essays), journals, and written responses will be assigned throughout the semester to allow students the opportunities to practice working through the writing process, engage in various ways of responding to critical readings and ideas, learn the components of academic essays including incorporating outside research, and learn to recognize and fix grammatical and sentence errors within writing
5. Activity: Reading and writing based activities throughout the course will allow students the opportunities to practice reading, response, pre-writing, writing, revision, critique, research, and editing skills.
6. Individualized Instruction: Individualized instruction during one-on-one or small group conferences with the instructor will allow students to receive specific feedback on written work. This is essential for student growth in composition.
7. Online Activity / Discussion: Online discussions and activities will give students the opportunity to become familiar with online forms of writing and correspondence, discussion board formats, and clarity of writing within discussions via the course management system.
8. Directed Study: Directed study in reading will be a component of the course. Practice in sustained reading and comprehension will be emphasized, and strategies for online and print reading will be covered. Students will read not less than 400 pages of non-fiction texts at the college level. Students will not read less than 400 pages of fiction. Reading apprenticeship strategies and metacognition practices will be emphasized.