COURSE OUTLINE
Holly Gilman, Katie Malcolm, October 2011

DEPARTMENT: Academic Programs
CURRICULUM: English
COURSE TITLE: Critical Literacy for College Writing
COURSE NUMBER: ENGL 100
TYPE OF COURSE: College Transfer
Special Requirement Met: None
AREA(S) OF KNOWLEDGE: None
COURSE LENGTH: 1 quarter
CREDIT HOURS: 5
LECTURE HOURS: 55
LAB HOURS: 0
CLASS SIZE: 25
PREREQUISITES: Appropriate placement testing into ENGL 098 and concurrent enrollment in ENGL& 101

COURSE DESCRIPTION:

Intended for students who are ENGL 098-ready but who wish to move directly into ENGL&101. ENGL 100 must be taken concurrently with ENGL 101. It is a tandem course designed to advance/support college-level critical literacy (both reading and writing). Includes small group work.

ENGL100 Critical Literacy for College Writing
October 2011
STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listed actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Human Relations - Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values.
4. Technology – Select and use appropriate technological tools for personal, academic and career tasks.
5. Personal Responsibility – Be motivated and able to continue learning and adapt to change. Value one’s own skills, abilities, ideas and art. Take pride in one’s work. Be aware of environmental issues.
6. Information Literacy – Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

COURSE OBJECTIVES:

At the end of the course the student will:

1. Be able to reflect on and analyze reading and writing (both assigned and produced) in their college-level classes
2. Have developed critical reading skills and practices that move from finding implied meanings, drawing inferences, to making connections between texts/ideas (critical literacy)
3. Be able to apply developed critical reading skills to their own writing practices
4. Be able to use grammar and punctuation effectively and with rhetorical purpose
5. Be able to understand the dynamics of and participate in academic discussion

DETAILED COURSE OUTLINE:
(Arranged topically, not chronologically)

I. Understanding English 101 coursework
   A. Analyze and discuss the purposes of and strategies for English 101 assignments
   B. Share, analyze, and discuss various English 101 reading assignments
   C. Regular, written reflection on progress and learning in English 101
   D. Strategies for querying and communicating successfully with instructors

II. Academic Discussion
   A. Explore what academic discussion is
      i. Various participant roles
      ii. Objectives of academic discussion
      iii. Features of academic argument
B. Application
   i.  Small group work
   ii. Large group work
   iii. Analysis of application to English 101 discussion
   iv.  Analysis of application to English 101 peer review work

III. Grammar and punctuation
   A. Understand, articulate, and present grammar and punctuation principles
   B. Examine texts of others for rhetorically effective grammar and punctuation
   C. Explore applications of rhetorically effective grammar and punctuation in one’s own writing

IV. Critical literacy
   A. Differences between functional and critical reading skills
      i.  Passive reading
      ii. Active reading
      iii. Interactive reading
   B. Differences between functional and critical literacy practices
      i.  Discover self as co-creator of textual meaning
      ii. Find connections between texts/ideas/experience
      iii. Construct relationships between texts/ideas/experience
## SSCC Student Learning Outcomes

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
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<tbody>
<tr>
<td>SLO 1.1</td>
<td>1, 2, 3, 5 all</td>
<td>Communication - Read and listen actively</td>
</tr>
<tr>
<td>SLO 1.2</td>
<td>all</td>
<td>Communication - Speak and write effectively</td>
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<tr>
<td>SLO 2.1</td>
<td>all</td>
<td>Computation - Use mathematical operations</td>
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<tr>
<td>SLO 2.2</td>
<td></td>
<td>Computation - Apply quantitative skills</td>
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<tr>
<td>SLO 2.3</td>
<td></td>
<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
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<tr>
<td>SLO 3.1</td>
<td>5</td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
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<tr>
<td>SLO 3.2</td>
<td>all</td>
<td>Human Relations - Recognize the diversity of cultural influences and values</td>
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<tr>
<td>SLO 4.1</td>
<td>all</td>
<td>Critical Thinking and Problem Solving -</td>
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<td>SLO 5.1</td>
<td>all</td>
<td>Technology - Select and use appropriate technological tools</td>
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<tr>
<td>SLO 6.1</td>
<td>all</td>
<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
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<td>SLO 6.2</td>
<td></td>
<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
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<td>SLO 6.3</td>
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<td>Personal Responsibility - Take pride in one's work</td>
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<td>SLO 6.4</td>
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<td>Personal Responsibility - Manage personal health and safety</td>
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<tr>
<td>SLO 6.5</td>
<td>5</td>
<td>Personal Responsibility - Be aware of civic and environmental issues</td>
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<tr>
<td>SLO 7.1</td>
<td></td>
<td>Information Literacy - Access and evaluate information</td>
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<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
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PREPARED BY: Holly Gilman and Katie Malcolm  
DATE: October 2011