SEATTLE COLLEGES
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ENGL099 - Supporting College Writing

Document Type:	Master Course Outline
Proposal Type:	Revision
Requester(s):	Laura McCracken
College:	North
Origination Approved:	05/03/2016 - 4:11 PM

BASIC INFORMATION

Requester(s):	Laura McCracken
College:	North Seattle College
Division/Dept:	Humanities & Social Sciences
Dean:	Julianne Kirgis
Peer Reviewer(s):	Steven Quig

COURSE INFORMATION

Proposed Course Number:
Prefix: **ENGL**   Number: **099**

☐ Request a new Prefix
☐ This will be a common course

Full Title:	Supporting College Writing
Abbreviated Title:	Support for ENGL&101

Catalog Course Description:
This course is intended for students who are English 098 ready who wish to move directly into English 101. Any students who choose to bypass English 098 must enroll in a hard-linked English 099 and English 101. The primary focus of this course is to provide students with more in-depth opportunities to acquire the reading, writing, and critical thinking skills needed to write at the career and college ready level.

Course Length: 11 Weeks   ☐ Request an Exception

Topical Outline:

NOTE: Unless otherwise indicated, competencies in this class are being reinforced. Competencies labeled with an (I) are being introduced at this level.

1. DEMONSTRATE THE USE OF PRE-READING, READING, AND POST-READING STRATEGIES
Pre-reading Strategies
• Choose and effectively employ appropriate reading strategies to comprehend texts at a career and college ready level.
• Activate prior knowledge using text markers (titles, headings, etc.), graphics, and textual aids (objectives, discussion questions, etc.).
During Reading Strategies
• Use context clues and word-part analysis to comprehend texts at the career and college ready level and

expand personal vocabularies.
• Distinguish between connotative and denotative meanings and between informal and formal language.
• Identify and define unfamiliar vocabulary and concepts within a text.
• Identify and differentiate between main ideas and supporting ideas.
• Write relevant questions and implications in a text's margins at the career and college ready level.
• Connect ideas in a text to another text and/or the world.
• Annotate, highlight, and underline texts to identify important vocabulary, main ideas or thesis statement, supporting details and examples, and other key pieces of information.
• Employ metacognitive strategies to monitor comprehension.
• Recognize organizational patterns in texts at a career- and college-ready level. (I)
Post-reading Strategies
• Identify inferences, explicit/implicit main ideas, and supporting details in course texts and student writings.
• Respond in writing to texts using text-to-self, text-to-text, and text-to-world connections.
• Reflect on course readings and reading process through writing.
• Establish relationship between main idea and supporting details.
• Summarize texts at a career and college ready level.

2. DEMONSTRATE THE USE OF THE WRITING PROCESS, INCLUDING PREWRITING, DRAFTING, PEER-REVIEWING, REVISING, PROOFREADING, AND EDITING

Pre-writing Strategies
• Employ a variety of prewriting strategies to generate ideas and narrow the focus of the subject.
• Establish a clear main idea (thesis).
• Generate supporting details for a specific purpose and audience to determine appropriate organization.
Drafting Strategies
• Apply effective grammar to compose strong and clear sentences.
• Compose and revise drafts assigned in English 101 by adding, deleting, and reorganizing content to ensure a narrow focus, a clear main idea, and adequate supporting details. (I)
• Prepare final drafts according to appropriate formatting, documentation, and citation guidelines (APA, MLA, Chicago, etc.).
Peer Reviewing Strategies
• Assess classmates' work using specific criteria such as a rubric or list of guiding questions.
• Provide feedback that is clear, understandable, and constructive.
• Use critical thinking skills to nurture the development of their classmates' writing skills by providing examples or posing questions that impart perspectives, challenge arguments, and promote the growth of ideas. (I)
• Make effective use of feedback in revision.
Editing and Proofreading
• Use editing and proofreading strategies to identify and correct grammatical, mechanical, and spelling errors in drafts.
• Use MLA or APA guidelines for margins, fonts, page numbers, citations, etc. for presentation of texts. (I)
• Use appropriate technology for preparing texts. (I)

3. APPLY CRITICAL THINKING STRATEGIES IN READING AND WRITING

Critical Thinking Strategies
• Identify certain types of figurative language—for example, simile, metaphor, personification.
• Determine the author's purpose in texts at a career and college ready level.
• Determine the author's point of view in texts at a career and college ready level.
• Identify fact and opinion statements in texts at a career and college ready level.
• Use inferencing skills to determine alternate interpretations.
• Identify bias, logical fallacies, and rhetorical strategies.
• Compose texts that demonstrate a consistent point of view, a clear purpose, appropriate tone for the subject, and appropriate use of facts and expert opinions.

4. RECOGNIZE AND COMPOSE WELL-DEVELOPED, COHERANT, AND UNIFIED TEXTS

Composition Skills
• Identify main thesis (thesis) in texts at a career and college ready level.
• Write clear, focused topic and thesis statements for essays.
• Assess, synthesize, and integrate relevant and valid evidence in body paragraphs to support a thesis statement.

• Identify and use a variety of sentence structures when writing.
• Be introduced to the academic research process, including locating, evaluating, and incorporating appropriate external source materials. (I)
• Distinguish when to quote, paraphrase, or summarize. (I)
• Avoid plagiarism by documenting source material using MLA, APA, Chicago, etc. guidelines. (I)
Organizational Strategies
• Identify points that are off-topic in texts at a career and college ready level and in student writing. (I)
• Compose body paragraphs which consistently support the thesis statement of an essay.
• Employ a variety of organizational patterns to draft texts.
• Employ transitional words and phrases, repetition of keywords, and synonyms to connect ideas and achieve coherence in writing.

5. EXHIBIT AN INCREASED AWARENESS AND UTILIZATION OF CAMPUS SUPPORT SERVICES, VOCABULARY SKILLS, ACADEMIC STUDY SKILLS, METACOGNITIVE, AND PERSISTANCE STRATEGIES FOR READING AND WRITING
Campus Support Services
• Use campus resources that support reading and writing such as the writing center, library, and course instructor. (I)
• Conference with instructor to obtain individual feedback and academic support. (I)
• Obtain effective academic advisement. (I)
Vocabulary Skills
• Use appropriate academic vocabulary and language for reading and writing tasks.
• Use vocabulary and phrasing for rhetorical purposes.
Study Skills
• Enhance study skills required for college success, including time management skills, stress management, organizational strategies, in-class discussion skills, cooperative learning, and note taking skills.
Metacognitive Strategies
• Use metacognitive skills--reflection and self-regulation--in order to activate learning and monitor comprehension.
Persistence Strategies
• Use skills and habits required for college success including goal setting, managing distractions, self-efficacy, perceived responsibility for learning, self-reflection, and persisting past obstacles or challenges.
• Use campus resources that support reading and writing such as the writing center, library, and course instructors.
• Improve reading and writing skills through instructor, self, and peer feedback.
• Achieve awareness of personal and cultural issues that impact/contribute to success. (I)
• Identify behaviors, both within and outside the classroom, that affect college success. (I)
• Self-identify personal characteristics that impact college success. (I)
• Increase familiarity and knowledge of academic culture. (I)

6. DEMONSTRATE THE ABILITY TO WORK IN TEAMS TO ACCOMPLISH AN ASSIGNED TASK OR PRODUCE A FINAL PRODUCT.
• Complete work in learning teams to identify the benefits of teamwork as well as to benefit from additional academic support. (I)
• Identify factors that contribute to effective and ineffective teams and small groups. (I)
• Review effective collaboration and communication strategies. (I)
• Understand the significance of community building as they participate in a community of learners. (I)

7. EMPLOY APPROPRIATE TECHNOLOGY FOR READING AND WRITING
• Use technology to generate material for writing.
• Use an appropriate word processing program.
• Use technology when drafting and revising texts.

COURSE CODING

Funding Source: 1...................State

Institutional Intent:	12..................Basic Skills/Developmental/Pre-College

Will this course transfer to a 4-year university?	**No**

Is this course designed for Limited English Proficiency?	**No**
Is this course designed for Academic Disadvantaged?	**Yes**
Does this course have a Workplace Training component?	**No**

CIP Code: 33.0103   ☐ Request Specific CIP Code

Credits:

   Will this course be offered as Variable Credit?   **No**

   List Course Contact Hours

Lecture (11 Contact Hours : 1 Credit)	55
Lab (22 Contact Hours : 1 Credit)	0
Clinical Work (33 Contact Hours : 1 Credit)	0
Other (55 Contact Hours : 1 Credit)	0
Total Contact Hours	55
Total Credits	5

This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.

Faculty involved in originating this program:

Laura McCracken	Laura McCracken	4/6/2016
Print Name	**Signature**	**Date**

Dean:

Brian Palmer (Admin)	Brian Palmer	4/22/2016
Print Name	**Signature**	**Date**

Results of NSCC Curriculum and Academic Standards Committee Findings

Participating Faculty Response and Remarks

[X] Recommended for approval

[ ] Not recommended for approval

Chairman, Curriculum and Academic Standards Committee:

Brian Palmer	Brian Palmer	5/3/2016
Print Name	**Signature**	**Date**

Vice President for Instruction:

Kristen A Jones	Kristen A Jones	5/3/2016
Print Name	**Signature**	**Date**