

\_\_\_\_\_SOUTH SEATTLE COMMUNITY COLLEGE\_\_\_\_\_

Academic Programs

### 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.
3. Critical Thinking and Problem Solving – Think critically in evaluating information, solving problems and making decisions.
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

ENGL100 Critical Literacy for College Writing  
October 2011

SLO #	Included in Course Objective Number	SSCC Student Learning Outcomes
SLO 1.1	1, 2, 3, 5	Communication - Read and listen actively
SLO 1.2	all	Communication - Speak and write effectively
SLO 2.1		Computation - Use mathematical operations
SLO 2.2		Computation - Apply quantitative skills
SLO 2.3		Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills
SLO 3.1	5	Human Relations - Use social interactive skills to work in groups effectively
SLO 3.2	all	Human Relations - Recognize the diversity of cultural influences and values
SLO 4.1	all	Critical Thinking and Problem Solving -
SLO 5.1		Technology - Select and use appropriate technological tools
SLO 6.1	all	Personal Responsibility - Be motivated and able to continue learning and adapt to change
SLO 6.2		Personal Responsibility - Value one's own skills, abilities, ideas and art
SLO 6.3		Personal Responsibility - Take pride in one's work
SLO 6.4		Personal Responsibility - Manage personal health and safety
SLO 6.5	5	Personal Responsibility - Be aware of civic and environmental issues
SLO 7.1		Information Literacy - Access and evaluate information
SLO 7.2		Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

PREPARED BY: Holly Gilman and  
Katie Malcolm  
DATE: October 2011