

# Overview of English Courses for Placement

## Fall 2019

	<b>ENGL0980</b>	<b>ENGL0999 with 1010</b>	<b>ENGL 1010 (alone)</b>
Credits	<p><b>5eq. credits Pass/Fail</b> College preparatory skills, so <i>credits do not fulfill degree requirements</i></p> <p>After passing, most students take ENGL1010 alone, but some opt for 0999/1010.</p>	<p><b>ENGL0999: 2eq. credits Pass/Fail</b> <i>doesn't count for degree; taken <u>simultaneously</u> with ENGL 1010 which fills degree requirement</i></p> <p>After passing, students take ENGL1020.</p>	<p><b>3 credits, A-F</b> meets degree requirement. ENGL1010 with or without 0999 is a pre-requisite to rdg/wtg intensive classes. After passing, students take ENGL1020.</p>
Description	<ul style="list-style-type: none"> <li>• Reading strategy instruction is given; students are coached in comprehension and in analyzing academic articles and connecting ideas from different sources.</li> <li>• Through discussion and writing, student learn ways to respond to text ideas with their own views.</li> <li>• Writing process strategies are guided to plan essays, improve drafts with feedback, and correct proofreading errors.</li> </ul>	<ul style="list-style-type: none"> <li>• ENGL0999 is taken from the same instructor as ENGL1010, but in a small class to offer additional teaching for success in College Composition.</li> <li>• ENGL0999 allows work time on ENGL1010 projects and more explanation of how to use the readings/research to write academic essays. (<i>also see ENGL1010 description</i>)</li> <li>• Students in this placement are eligible to take any course requiring ENGL1010 as a placement.</li> </ul>	<ul style="list-style-type: none"> <li>• A reading and writing intensive course in composition, research methods and argument.</li> <li>• Students will read and write about issues of social debate and write expository or persuasive essays.</li> <li>• This placement is required for students to take some college-level courses in other disciplines.</li> <li>• It is also a prerequisite for ENGL1020 &amp; certain other reading/writing intensive courses.</li> </ul>
Reading Load	<ul style="list-style-type: none"> <li>• Daily reading 2-5pgs, weekly avg 10pgs</li> <li>• Annotation taught, guide questions given</li> <li>• One book, 200pgs with study guide is read over 2 weeks</li> </ul>	<p><i>Reading assignments given in ENGL1010 only (see next block)</i> <u>ENGL0999 offers guidance with:</u></p> <ul style="list-style-type: none"> <li>• annotating readings</li> <li>• class discussion to support source comprehension</li> <li>• option of 1-1 assistance</li> </ul>	<p><i>Reading load varies with instructor.</i></p> <ul style="list-style-type: none"> <li>• 20pgs weekly on average</li> <li>• early in term sources discussed, independent reading &amp; research later</li> <li>• little teaching of strategies</li> </ul>
Writing Load	<ul style="list-style-type: none"> <li>• 3 Major Essays &amp; 1 Evidence-Based Short Answer Project</li> <li>• Process steps coached in class</li> <li>• Uses readings given in class. No independent research requirement.</li> </ul>	<p><i>Major writing projects given in ENGL1010 only (see next block)</i> <u>ENGL0999 offers guidance with:</u></p> <ul style="list-style-type: none"> <li>• steps in planning an essay</li> <li>• coached practice with writing</li> <li>• frequent peer feedback</li> <li>• in-class 1-1 instructor feedback</li> </ul>	<p><i>Writing load varies slightly with instructor.</i></p> <ul style="list-style-type: none"> <li>• 4 Major Essays</li> <li>• Informal response writing usually required by varies</li> <li>• Peer feedback on outlines or rough drafts</li> <li>• Spot checks from instructor during class</li> </ul>

## Student Profiles and Academic Assistance

	ENGL0980	ENGL0999/1010	ENGL1010 only
Academic Assistance	<ul style="list-style-type: none"> <li>• designed to offer coaching &amp; feedback to prep for college level, includes coaching on habits for success</li> <li>• all projects include in-class work days with peers &amp; 1-1 teacher conferences</li> <li>• required use of tutors and tutors visit class to offer assistance</li> </ul>	<ul style="list-style-type: none"> <li>• offers small group work and individual conferences with instructors for 1-1 feedback to coach students in doing ENGL1010 projects.</li> <li>• teaches reading strategies and writing process is guided</li> <li>• students also use instructor's office hours and tutors</li> </ul>	<ul style="list-style-type: none"> <li>• work is completed mainly outside of class</li> <li>• early readings are discussed in class, later research done independently</li> <li>• some classes have peer review of rough drafts for feedback</li> <li>• in class, instructors spot check writing steps for essays</li> <li>• students can use instructor's office hours and tutors</li> </ul>
Typical Student	<ul style="list-style-type: none"> <li>• don't see themselves as strong academic readers or writers</li> <li>• skills are rusty from being out of school for some years</li> <li>• HS GPA 74 or lower, average student habits or struggled in high school</li> <li>• typically doesn't do much reading/writing and lacks confidence in academic skills</li> <li>• needs a process for doing reading or writing assignments</li> <li>• unsure of punctuation, grammar or spelling skills</li> <li>• may lack experience with word processing &amp; computers</li> </ul>	<ul style="list-style-type: none"> <li>• may be relatively weak in <u>either</u> reading <u>or</u> writing but stronger in one of them</li> <li>• skills may be rusty or feels unsure of transition to college-level</li> <li>• HS GPA 75 to 84 showing readiness with some coaching</li> <li>• other life demands limit time to get help outside of class, yet wants 1-1 feedback to improve</li> <li>• is aware of their own weak areas and believes with help they can write researched essays</li> <li>• unsure of punctuation, grammar, or spelling skills</li> <li>• has experience with word processing even if rusty and access to computer</li> </ul>	<ul style="list-style-type: none"> <li>• views self as strong academic reader/writer, asks questions easily when confused</li> <li>• reads news/ factual material regularly, reads for pleasure</li> <li>• HS GPA 85 or better, solid grades in classes requiring research-based essays</li> <li>• is aware of own strengths and weakness as a writer, has a system for getting help</li> <li>• able to proofread for punctuation, grammar errors</li> <li>• proficient with word processing and computer use for class work (online elements)</li> </ul>