

Front Range Community College

**Developmental Studies
Instructor Handbook**

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Identified Goal

The goal of this handbook is to train and support faculty and build disciplinary communication and consistency by defining a philosophy for teaching developmental-level students at Front Range Community College and outlining practical methods based on that philosophy.

II. Guiding Philosophy and Principles

Philosophy

Front Range Community College's Developmental Education Department encompasses English, Math, Reading, and Study Skills content areas, and offers courses that meet students where they are while preparing them for the rigor of college transfer-level academic curricula.

FRCC Developmental Education program is based on a "strengths" model, focusing and building on the strengths of the students and the knowledge they bring into the classroom, rather than working from a "deficit" model, which would start from a perspective that the students are "deficient" and need remediation to "fix" them.

The developmental-level class is a complex and diverse group; therefore, in order to better define our philosophy, we have first identified the students who comprise a typical developmental classroom. While the following is not meant to be an exhaustive list, these students include:

- Students who have scored low on the placement test
 - In other words, this group includes students who may have adequate content skills but lack adequate test taking skills. Standardized tests may not reflect their ability in the content area but rather their ability to successfully navigate standardized tests.
 - At FRCC, Students take the Accuplacer test when they enroll. The following are a breakdown of placements based on those scores.
 - Reading Comprehension scores between:
 - 25 and 39 place into REA 030.
 - 40 and 61 place into REA 060.
 - 62 and 79 place into REA 090.
 - Arithmetic scores between:
 - 24 and 56 place into MAT 030.
 - 57 and 120, or Elementary Algebra scores below 45 (if the test prompts them to take the Elementary Algebra test) place into ENG 060.
 - Elementary Algebra scores between:
 - 45 and 60 place into MAT 090.
 - 61 and 84 place into MAT 106.
 - Placement into English (writing) courses is based on a combination of an essay test (WritePlacer) and a Sentence Skills test. The following two tables are used for placement:

This first table serves as the standard cut score table, which is used when both the Sentence Skills score and the WritePlacer score clearly place a student into a class:

Sentence Skills (SS) Score	WritePlacer (WP) Score	Class Placement
24-49	0-3	ENG 030
50-69	4-5	ENG 060
70-94	6-7	ENG 090
95-120	8-12	ENG 121

This second table serves as the guide for placing students who have a discrepancy between their Sentence Skills score and their WritePlacer score. If a student has a discrepancy between the Sentence Skills placement score and the WritePlacer placement score, this table is used to place the student into the appropriate class:

If Sentence Skills (SS) Score places student into:	And WritePlacer (WP) Score places students into:	Class Placement
ENG 030	ENG 060	ENG 060
ENG 030	ENG 090	ENG 060
ENG 060	ENG 090	ENG 090
ENG 060	ENG 030	ENG 030
ENG 090	ENG 030	ENG 060
ENG 090	ENG 060	ENG 060
ENG 121	ENG 030	ENG 060
ENG 121	ENG 060	ENG 090
ENG 121	ENG 090	ENG 090
ENG 121	ENG 121	ENG 121
ENG 030, 060, 090	ENG 121	ENG 090

- “Non-traditional” students
 - This group includes students who have been out of school for a while-sometimes as long as 20 years or more.
- English language learners
 - This group includes students who are coming out of secondary and post-secondary ESL programs.
 - This group includes students who communicate well but don’t necessarily have strong literacy in their primary language.
 - This group includes students who speak English but who grew up in homes where English was not the language spoken.
- Students who are successful in other areas of their lives
 - We believe it is necessary to stress that we may be seeing students at their least comfortable, and they may have real success in other areas outside of

academics. This group includes successful firefighters, construction workers, bakers, accountants, business owners, etc.

- Students with learning disabilities
 - This group includes students with diagnosed *and* undiagnosed LD- which might look like: the tough guy student, the rowdy student, the rebellious student, the most articulate talker in the room, the extremely shy student, the really bright student whose produced work does not reflect her demonstrated or undemonstrated intellect, etc.
- Students with other disabilities
 - The percentage of students with other disabilities is higher in the developmental classroom. Some of these students will have disabilities that do not impact their needs in the classroom, while others might require accommodations through the Office of Special Services.
- Disenfranchised students
 - This group includes students with years of negative educational experiences; who do not feel comfortable at school; who don't care too much about school; who sign up for class and don't come often; who come to school for class, leave when it's over, and do not get to know others or feel connected to the experience; who do not put high value on grades or achievement; who feel like victims of their grades and teachers; who do not feel in control of their learning.
- First Generation College Students
 - This group includes students who may not be supported in their attempts to get an education. Perhaps they risk alienation from their home community by going to college. They may not be familiar with academic discourse.

With these kinds of students in mind, we believe that our philosophy needs to be based on helping these students not only increase their skills, but also increase their sense of being a part of mainstream college life.

To accomplish this, we believe that students in developmental classes should be given *authentic college learning experiences* that prepare them to be successful in future college courses, granting them access to a higher education, and providing them with life enhancing opportunities.

III. Theoretical Framework

Although there are many theoretical perspectives on writing instruction (Fulkerson 1992, 2005), in the end the most effective instructional approach will be based on an understanding of the needs and goals students bring to the writing [and reading] classroom, the best understanding we have about the nature of writing [and reading] as a cognitive, affective, social, and physical activity, and clarity regarding the educational outcomes of the specific course of study in which a student is engaged.

An understanding of development from a social-constructive perspective is also important, as is an awareness of the socio-cultural factors, including competencies in alternative literacies besides standard written English and how these may be available as strengths, and also as impediments to acquiring the target literacy.

With this overall framework in mind, some specific principles for instruction may help to guide instructors in their work. These principles are detailed in the following sections.

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IV. Overarching Principles and Methods

1. Overview

The following sections represent our current stance on establishing a guiding philosophy of practice. While we recognize and value diversity in teaching style, we wish to emphasize the importance of having a shared framework for what works best with developmental students, and work toward creating a department that embraces these ideas in a more unified and consistent way. We see the following sections as fluid and changeable, and as current research and practice evolve, we too hope to evolve with it. Here are the principles we put at the fore of our pedagogy, divided into two categories: *philosophical principles* and *principles for instruction*.

2. Philosophical Principles

- A very significant majority of the students in developmental classes are college-able, and come to developmental courses with profound and useful funds of knowledge. It is the developmental educator's obligation to validate and utilize these funds of knowledge as a vital part of our course content.
- Developmental students are capable of engaging in college level curriculum that includes explicit instructions in skills and strategies.
- Collaboration and active involvement creates more opportunity for learning. The content, learning resources, assessment procedures, and grading reflect these beliefs by incorporating a variety of activities in addition to traditional lecture methods.
- Using a variety of learning styles in developmental pedagogy creates more opportunity for learning. The content, learning resources, assessment procedures, and grading reflect these beliefs by incorporating a variety of activities in addition to traditional lecture methods.
- Developmental courses are most effective when they are related to the life experiences of the students.
- Developmental students are capable of becoming active members of the college community.
- Developmental students learn most when they reflect and focus on understanding themselves as learners, developing learning strategies that work for them, and understanding how they can use college resources to meet their goals.
- Developmental students learn most when they are explicitly taught to access processes, tools, and other resources that foster their growth as strong, independent learners.

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3. General Principles of Instruction

A. Identify the relevant skills and knowledge students exhibit, and account informally for how these factors may enable or impede their learning.

- Begin instruction at the point of learning break down
- Assess progress frequently and modify instruction in response
- Focus on underlying factors rather than surface errors
- Identify academic strengths and areas of weakness
- Provide frequent, objective feedback on progress

B. Provide explicit instruction in relevant skills and strategies

- Teach and model skills and procedures explicitly
- Break tasks and skills into sub-skills, staged procedures and sequential processes
- Provide regular reinforcement and review
- Disclose and teach students about the hidden curriculum (In other words, discuss the way college classroom culture functions, including explicit explanation, examination, modeling, and practice of expectations.)

C. Create a student-centered classroom

- Incorporate a variety of language domains and processing modes, such as expressive language and elaborative rehearsal, structured and independent practice, and experiential and hands-on learning, into instruction and review
- Set clear expectation for participation, and provide support for students in meeting them
- Draw on the relevant knowledge students possess when introducing and developing new skills, ideas and themes

D. Design instruction with care

- Craft and customize assignment directions to reduce ambiguity
- Focus on organizational elements and time planning, and identify after-hours resources available to students for cases of unanticipated difficulties
- Design and use standardized forms or rubrics to streamline feedback, and to address course objectives consistently
- Limit the focus of directive feedback with students

E. Address the diversity of learning styles

- Create a strength-based instructional context by helping students to reflect on what they are doing that is supporting their learning
- Incorporate visual-spatial, kinesthetic and tactile modalities whenever these modalities enhance learning
- Regularly vary the means by which students demonstrate mastery of the material
- Provide alternative procedures and strategies for performing tasks
- Value and incorporate alternative modes of perceiving and thinking when it is clear that these modes will support the achievement of academic goals and objectives

F. Base instruction and assessment on clearly stated objectives

- Explicitly identify class agendas, learning goals, means and standards for assessment
- Link agendas and goals to specific learning objectives
- Link assessment to specific learning goals
- Hold students accountable for understanding goals and objectives

G. Foster self-understanding and self-efficacy

- Build reflection into the learning process
- Be explicit about how learning takes place and breaks down
- Incorporate process reflection into tasks and assignments
- Link self-understanding with strategy use
- Support internalization of the student's locus of control

H. Work with a developmental mindset

- Be direct, concise, clear and consistent in communicating with students
- Encourage students to set relevant personal goals, and assist them in monitoring their progress
- Integrate themes and ideas of emerging relevance into the curriculum
- Avoid doing anything for students that they can do for themselves
- Guide students to reflect on and draw from their own available resources and problem-solving abilities
- Assume that college students are adults, and provide assistance as needed in helping students to understand and meet the expectations of a post-secondary learning context
- Give students failing grades when failing grades are warranted, guide them in reflecting on what they might do differently and assist them in leaving previous failures behind

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V. Discipline Specific Principles and Methods

1. Overview

Our goal is that this resource becomes a useful and practical tool, so we will work to be specific about how our philosophy translates into practice. The next several sections describe general principles for teaching Writing and Reading. These are followed by specific ways these principles can be used in each course in the FRCC developmental sequence.

2. General Principles for Teaching Writing

A. Base Instruction on Informal Assessment of Learning Needs

1. Assess skills in a variety of contexts
2. Base instruction on ongoing assessment
3. Base instruction on students' skill levels
4. Foster meta-cognition through self-assessment

C. Use an Integrative Approach

1. Integrate listening, speaking, reading and writing
2. Incorporate non-verbal modalities

D. Take a Strategic Approach to Writing Development

1. Base instruction on accurate information-processing models
2. Teach writing-process strategies explicitly
3. Provide explicit, strategy-based instruction in written-language structures, rules, and discourse conventions

E. Connect Structure and Process

1. Integrate strategy/Process instruction with explicit teaching of formal structures
2. Assist students to develop a sense of structures and conventions as parts of the composing process

F. Develop Meta-cognition and Independence

1. Individualize instruction; assist students to understand connections between learning style and specific strategies
2. Assist students to generalize and transfer strategies; help students learn to articulate their strengths and needs as writers

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3. General Principles for Teaching Reading

A. In developmental reading, use relevant content to introduce and practice new skills.

1. Use familiar content to reduce the demands on active working memory.
2. Choose selections for reading practice that are of interest to developing readers.
3. Choose texts based on the interests of the students in the class.

B. Introduce a variety of reading strategies systematically.

1. Begin with micro-processing strategies such as paraphrasing and paragraph-level processing.
2. Expand into macro-processing strategies such as chunking and multi-pass approaches (like SQ3R).
3. Refine using consolidation strategies such as recoding, summarizing, and application steps.
4. Make active, hands-on engagement of the senses central.
5. Focus instruction on developing an understanding of themes and concepts within the text.
6. For conceptual-thematic reading, introduce what, how and why as useful cue words.

C. Teach student to recognize the rhetorical patterns.

1. Use practice materials that emphasize various rhetorical structures.
2. Connect reading skills development with writing skills.
3. Guide students to make connections between language patterns in reading and writing.
4. Teach and guide comprehension self-monitoring.
5. Help learners to self-assess difficulties with reading at the point of performance.
6. Provide tools and cues to help developmental readers identify difficulties.

D. Make inference and predicting central in the development of reading comprehension.

1. Teach inferencing and predicting as explicit skills.
2. Guide students to elaborate on what they read and speculate about the implications.

E. Support students in develop individualized active reading plans.

1. Make individualization a long-term goal of developmental reading.
2. Once strategies are introduced, help students to personalize their approaches.

F. Teach reading comprehension as a manifestation of social knowledge and social experience.

1. Build a variety of social interactions into the process of skill development.
2. Encourage students to access social knowledge as one means of solving comprehension difficulties; add awareness of social experience to the problem-solving mix of resources.
3. Model and promote think-aloud strategies during instruction; demystify the cognitive processes of comprehension; make the learning environment a socially-positive, rewarding place to learn.

G. Sequence the development of critical reading skills to follow the development of reading comprehension skills.

1. Teach students to identify key evidence in a text.
2. Teach students to identify the author's purpose and the perspective, orientation or point of view from which the author is writing.
3. Teach students to identify underlying, unstated and alternative assumptions in relation to the text, as well as the implications and possibilities of the text.
4. Blend ongoing review of comprehension skills into the development of critical reading skills.

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4. General Principles for Teaching Study Skills

A. Address individual learning styles

1. Administer learning style assessments to students.
2. Discuss implications of the results; give students strategies for modification.

B. Identify possible obstacles to success and strategies for overcoming those obstacles.

1. Discuss attitudes about school, those of the students and those of their loved ones/communities.
2. Discuss the influence of outside factors: health/nutrition, perceived ability for success/failure, etc.
3. Discuss coping mechanisms and strategies that will improve chances of success.

C. Incorporate instruction in and practice with educational technology.

1. Students should use email, online discussion boards, chat features, other support software to complete assignments.
2. Students should become comfortable with the integration of educational technology.

D. Provide an introduction to college expectations and institutional support systems.

1. Address strategies for self-advocacy.
2. Tour facilities: registrar, library, computer commons, writing and math help centers, instructor offices.

E. Provide a framework for time management and organization.

1. Develop or introduce specific notebook organization systems.
2. Discuss use of planners, handhelds, etc. as tools for time management
3. Discuss prioritization of tasks.

F. Provide strategies for information intake and processing.

1. Introduce and practice specific note taking systems for lecture and readings.
2. Introduce and practice reading strategies that increase comprehension.

VI. Curriculum

1. Overview

Our curriculum aims to explicitly teach and empower students to call into practice specific strategies for completing college level work.

For instance, when confronted with a writing task, students will be able to examine it and say, “This is what I need to do in order to complete this task.” In other words, they will have enough practice in strategy development that they will be able to automatically call up an appropriate strategy to accomplish whatever writing they want or need to do.

Likewise, when confronted with a text, students will be able to examine it and say, “This is what I need to do in order to understand this text.” In other words they will have enough practice in strategy development that they will be able to automatically call up an appropriate strategy to comprehend whatever text they encounter.

In a Mathematics context, when students are confronted with a problem, either in a math classroom or in a real life context, student will be able to examine it and say, “This is what I need to do to solve this problem.” In other words they will have enough practice in strategy development that they will be able to automatically call up an appropriate strategy to solve whatever problem they encounter.

Overall Learning Outcomes:

After completion of the developmental course sequence, students will:

- A.** have acquired the basic language and learning skills required as a foundation for further academic work and the workplace.
- B.** have developed strategies, processes, and competencies that allow them to read, write, problem-solve, study, communicate orally, and learn effectively at a college level.
- C.** have developed self-understanding and self-management strategies for learning.

2. Course Specific Learning Objectives

The following section contains learning objectives for English, Reading, and Study Skills courses. Preceding specific information about the courses are more general learning strategies that are embedded into the ENG, REA, and AAA contents areas. These are intended as a pedagogical “backdrop” for course design.

Developmental English

Embedded Learning Strategies for all FRCC Developmental English Courses

- Use speaking as a way to tap pre-existing resources for rhetorical knowledge- argument, narration, organizational structures
- Use very frequent writing as a way to facilitate the transition of being used to speaking ideas to being used to writing them. The more practice, the better.
- Give students opportunities to share and write about their own areas of expertise, perhaps writing about a discourse community with which they are familiar. Through this experience, students are granted an opportunity to see how, for example, language is used differently in the academic world than it is in one of their more familiar communities, giving instructors an opportunity to acknowledge and validate our students funds of knowledge while also positing the idea that students can become well versed in the “languages” spoken in many communities. Like a former student said, “It’s like playing more than one instrument.”
- Accompany assignments with clear and explicit instructions about what successful students do to complete like assignments, including prewriting techniques, drafting, using self-monitoring checklists, etc. Even more specifically, designing well defined assignment sheets or clear rubrics is also essential. Rather than giving oral instructions, creating explicit directions in the form of something students can refer back to is most effective. In addition, developmental instructors stress the use of models – model papers, model presentations, model reading strategies, model effective discussion techniques, etc.
- Model and practice critical thinking skills (discussion of literature and rhetorical strategies)
- Design lessons using a variety of learning styles (visual, auditory, and kinesthetic)
- Incorporate regular practice with reflection and Metacognition strategies
- Emphasize collaborative learning- setting up the class so that they are commonly speaking to each other, both in whole group discussion and in groups with clear instructions about how to conduct productive group work. For instance, if small groups are employed, each group member has a role: one is “note-taker,” one is “presenter,” one is facilitator,” etc. In addition, groups might often be asked to lead discussions or teach the rest of the class about a specific concept.
- Deconstruct the classroom setting- reveal the hidden structure of classrooms. Specifically:

- i. Explicit direction about effective peer-to-peer classroom communication: directing ideas to each other instead of just to the instructor, reflective speaking and listening skills, making connections to what peers say (When you said *this*, it made me think of *this*...”).
 - ii. Explicit direction about effective student-to-instructor communication: what to do if you are concerned about your grade or if you get confused, how to appropriately self advocate, how to utilize office hours.
- Assist students with getting involved in campus activities, contribute to literary magazines, join clubs, form study groups, etc. Because these students are often rather tenuously linked to the school environment, instructors should make every effort to regularly “invite” students to be more participatory and more connected to school.
 - Design individual plans for skills improvement that include using the Writing Center and /or available software and holding them accountable for completing a set number of hours of this “independent study” in conjunction with their class work.
 - For grammar instruction, emphasize individual needs; students also work collaboratively with others who share their particular grammatical and rhetorical problems

Course-by-Course Breakdown

The following pages contain a course by course breakdown of learning outcomes, topics covered, sample syllabi, lessons, and assignments, and recommended texts for the ENG course sequence.

English 030:
Basic Writing Skills

ENG 030 Basic Writing Skills

1) State Curriculum: Focuses on sentence and basic paragraph structure and development. Enables the student to review and improve grammar, usage, and punctuation skills while employing critical thinking strategies and the writing process to respond to a wide variety of writing situations.

CCCNS Course Competencies

ComboID	ENG 030	Locate Combo-ID
CourseTitle	Basic Writing Skills	
MinCredit	2	
MaxCredit	2	
CourseDescription	Focuses on sentence and basic paragraph structure and development. En	
Prerequisites and Co-requisites will be determined by each individual institution.		
StandardCompetencies		
Competencies View:		
I. TRANSFERABLE COMPETENCIES KEY		
A. Think creatively and critically		
B. Allocate resources		
C. Communicate effectively		
D. Function as a part of a team		
E. Acquire and evaluate data		
F. Understand systems		
G. Choose and apply appropriate technology		
II. COMPETENCIES Students who successfully complete English 030 will demonstrate abilities to:		
A. Understand and develop writing as a process in sentences and basic paragraphs by:		
1. Prewriting		
2. Identifying purpose, audience, and point of view		
3. Drafting		
4. Reading/reviewing drafts		
5. Revising		

6. Using appropriate word choice and various sentence structures
 7. Applying the conventions of basic grammar, punctuation, and usage
 8. Editing for correctness
 9. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)
- B. Apply knowledge of the writing process to a variety of basic reading and writing tasks by:
1. Responding to texts in writing
 2. Understanding and using basic vocabulary appropriate to the study of composition and grammar
 3. Developing the various components of sentences and paragraphs
 4. Identifying, selecting, and employing basic organizational strategies in paragraphs and essays
 5. Matching form to a variety of writing purposes
 6. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)
- C. Apply basic reading, writing, and critical thinking as integrated skills by:
1. Reading closely to identify, analyze, and discuss vocabulary in context, main ideas, supporting details, patterns of organization, fact and opinion, inferences, purpose, and tone
 2. Applying close reading discoveries to writing summaries and reactions(Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)
- D. Succeed in a supportive learning environment by:
1. Taking responsibility for their own learning
 2. Developing a reflective attitude toward their own learning
 3. Experiencing reading and writing as processes of discovery
 4. Monitoring their own comprehension and asking questions as needed
 5. Developing a sense of community with other learners
 6. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)
- E. Incorporate college support systems, as available, by:
1. Following the advising procedures to ensure accurate placement
 2. Applying appropriate learning strategies to self-management in completing and seeking appropriate help with writing assignments
 3. Working with Writing Center/Writing Lab faculty (as available) to overcome deficiencies and to build self-confidence in the writing process
 4. Using technology as appropriate
 5. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)

Outline View:

- I. Writing Process
 - A. Prewriting
 - B. Identifying purpose, audience, and point of view
 - C. Revising
 - D. Editing
- II. Conventions of Academic Discourse
 - A. Organizational Strategies
 - B. Vocabulary of Composition and Grammar
 - C. Sentence/Basic Paragraph Components
- III. Integrating Reading and Writing for Academic Purposes
 - A. Critical Reading Strategies
 - B. Discussing Texts
 - C. Responding to and Summarizing Texts
- IV. Successful Navigation of the Academic Learning Environment
 - A. Taking Responsibility for One's Own Learning
 - B. Self-Advocacy
 - C. Understanding and Utilizing College Support Systems

2) Learning Outcomes

Reading/ Writing Process

- Students will use process strategies to create well developed oral and written ideas
- Students will read and respond, both orally and in writing, to high-interest texts.

Rhetorical Structures

- Students will write in complete sentences (Adapted from Landmark College)
- Students will use a combination of simple, compound and complex sentences, punctuated appropriately (Adapted from Landmark College)
- Students will recognize and apply paragraph structure in expository writing (Adapted from Landmark College)

Academic Writing

- Students will conduct 2 oral presentations
- Students will write 2 short essays (1-2 pages) and multiple (5-10) ½-1 page “journals.” Typed work is required.

Classroom Participation

- Students will experience and practice academic language discourse
- Students will demonstrate effective oral communication skills

Executive Function

- Students will demonstrate knowledge of the college environment, including campus resources, library, academic advising and counseling, tutoring services, and writing and math help centers

3) Topics Covered

- Practice of developing rhetorical language, with an emphasis on speaking

- Introduction and practice of writing process
- Explicit discussion of language communities (home vs. school, etc)
- Explicit instruction in/ introduction to the Academic Language Community
- Explicit introduction to college resources, including library, academic advising and counseling, tutoring services, and writing and math help centers
- Reading/ responding strategies
- Paragraph structure/ development
- In context of student writing: Parts of speech (to help students later understand sentences and punctuation)
- In context of student writing: Types of sentences (simple, compound, complex, compound/complex)
- In context of student writing: Basic punctuation (periods, exclamation marks, questions marks, etc.)

4) Sample Syllabi and Guidelines

Below are general requirements for all FRCC Syllabi:

All faculty, full and part-time, will have a course syllabus available for distribution to students. This syllabus should be made available to students on the occasion of the first class meeting. Distance learning class syllabi will be available to students before the first class date.

A copy of each syllabus will be left on file with the appropriate department chair. The department chair will maintain copies of these syllabi for a period of not less than one year.

All FRCC syllabi will contain the following components:

1. Course name, prefix, number, section, and semester.
2. FRCC Catalogue Course description.
3. Course prerequisites and corequisites.
4. Meeting times and location including the days of the week, class times, room, and campus location.
5. Teacher's name, phone, email, FRCC homepage website address.
6. Office hours (times and location).
7. Textbooks (required and optional) and other required materials. For texts include a complete citation of title, author, publisher, and edition. Please note if texts are special edition. (ISBN recommended)
8. A list of the primary goal(s)/ objective(s) for the course as consistent with the curriculum content guide.
9. Course requirements (exams, quizzes, projects, papers, etc) and the contribution of each towards the final grade (percentage, points, etc.).
10. Grading scales and standards.
11. Tentative schedule.
12. For the date of each meeting or each week, specify: the subject matter/ topics to be covered (e.g., lectures, field trips, guest instructors, etc.), pre-class readings.
13. Graded assignment due dates (e.g., homework, quizzes, papers, projects).
14. Exam dates.
15. Important dates:
 - Last day to drop with refund

- Last day to withdraw
 - If your class is not the typical 15- week semester, be sure to list drop date and withdraw date that applies to your course.
16. This statement: "Students with disability are encouraged to contact the Office of Special Services to arrange for accommodations and support services."
17. Class policies and procedures regarding:
- Late work and make-up exams, etc.
 - Attendance, and if appropriate, class participation.
 - Academic honesty. Refer to the student code of conduct in the Student Handbook.
 - Any messages you deem important and appropriate to communicate with your students (i.e., food and drinks in class, sleeping in class, pagers, cell phones, decorum, etc.).
18. Include a note that the instructor reserves the right to modify the syllabus and calendar for the class.
19. Other information deemed appropriate by the instructor or the department.

The following pages contain examples of syllabi for ENG 030. Of course, variety can and will exist between instructors in terms of format and policy; these examples are intended as models for course design and course organization. We will continue to expand this section as instructors share their syllabi.



Class Time: 11:25 – 12:40 Tues/Thurs	Location: B1154	Instructor: Jeanne Handwerk
Email Address: Tues jlaugustine1@juno.com Jeanne.Handwerk@frontrange.edu Website: www.frontrange.edu	Office: C0950 – 4:00-5:30pm Mon & 1:00-2:00pm	Writing Center: 1:00-3:00 pm Thurs Advising Dept: 1:00-5:00 pm Wed Phone: 720-350-1156 (Cell/Voicemail – leave msg)

Course Description:

This course focuses on sentence and basic paragraph structure and development, and enables the student to review and improve grammar, usage, and punctuation skills while employing critical thinking strategies and the writing process to respond to a wide variety of writing situations. 30 Contact Hours/2 Credit Hours.

Prerequisite: Appropriate assessment scores.

During this 10-week course, students will learn to think creatively and critically; allocate resources; communicate effectively; acquire and evaluate data; understand and develop writing as a process in sentences and basic paragraphs; apply knowledge of the writing process to a variety of basic reading and writing tasks; and apply basic reading, writing, and critical thinking as integrated skills.

Textbooks and Materials needed:

Foundations First, 2nd Edition, by Kirsznner and Mandell

Notebook for Journaling; Three-ring Binder with loose leaf paper; Dictionary

Attendance/Classroom Behavior:

Because this course relies heavily on in-class reading and writing, small and large group discussions, and participation in these groups, your attendance is critical to how well you learn the content of this course. Since attendance is important to your success in this course, **you will lose 5 points from your Attendance/Participation grade each time you are absent from class. Missing more than 4 days in the semester may result in failing the class.**

You are responsible for all homework whether you have been in class or not. You do not need to notify me if you are going to be absent; however, you are still responsible for turning in assigned work before the class begins on the day you will be absent. You can place your assignment in my folder in the Writing and Academic Skills Center or Faculty Support Center; email the assignment to me; send the assignment to class with someone else. Because life is uncertain, I will approve ONE late assignment for the class; **after that I will not accept other late assignments. No tests or quizzes may be made up without prior arrangement with me.**

Each week I will give you the schedule of class work and homework for the following week. It is important that you get phone numbers from one or two classmates so you can call them to get missed assignments.

Please arrive on time, and turn off and put away all cell phones before entering the classroom. Cell phones are to be put away until the end of class. Late arrivals cause distractions, and directions will not be repeated. Four late arrivals equal one absence.

Students are expected to assist in maintaining a classroom environment that is conducive to learning, and respectful of the instructor and fellow students. Inappropriate behavior (which is decided at my discretion) in the classroom shall result in a request to leave class. Also, cheating of any kind will not be tolerated.

Please keep lines of communication open – I want you to succeed!

Course Requirements and Grading Criteria:

Grades for this course are figured on a 550 point system in the following categories:

- Attendance and Participation
- Textbook Assignments
- Writing Assignments
- Quizzes
- Midterm and Final Tests
- Journals
- Individual Grammar Packet
-

Points then translate to the following grading scale:

A – 90 – 100%

B – 80 – 89%

C – 70 – 79%

D – 60-69%

F – Below 60%

Writing Center:

I strongly suggest using the Writing Center as a study area where you can receive assistance from Writing Center staff if needed. Study Groups are also a great way to get to you're your fellow classmates. Fifteen (15) hours spent in the Writing Center working on English 030 can increase your final grade as much as a full letter grade.

Special Services:

Students with disability are encouraged to contact the Office of Special Services to arrange for accommodations and support services. (Joanna Bennett – 303-404-5302)

Important Dates:

Last day to drop class with refund.....**January 26th**
Last day to withdraw ("W" recorded), no refund.....**March 20th**
(If you stop attending class and do not formally withdraw, an "F" is recorded)
Last day of **this** class.....**March 23rd**

Course Outline and Tentative Schedule

(Instructor reserves the right to modify the following calendar)

Week 1: 1/17 & 1/19

Tues – Review syllabus and Textbook
Introductions

Thurs – Chapter 5 – Writing a Paragraph

Week 2: 1/24 & 1/26

Tues – “Personal Writing” Guest Speakers
“Why I Decided to go to College” draft paper due
Thurs – “Why I Decided to go to College” revision due
Chapter 6 – Fine-Tuning the Paragraph

Week 3: 1/31 & 2/2

Tues – Article Response Writing assignment due
Writing Lab
Thurs – Chapter 9 – Simple Sentences

Week 4: 2/7 & 2/9

Tues – Chapter 9 – Simple Sentences, continued
Thurs – **Student/Instructor Conferences**
Revised Resume due

Week 5: 2/14 & 2/16

Tues – Chapter 15 – Sentence Fragments
Sentence Fragments Quiz
Thurs – Chapter 15 – Sentence Fragments, continued
Review for Midterm Test

Week 6: 2/21 & 2/23

Tues – Midterm Test
Thurs – Chapter 16 – Subject-Verb Agreement

Week 7: 2/28 & 3/2

Tues – Chapter 16 – Subject-Verb Agreement, cont.
Subject-Verb Agreement Quiz
Thurs – “Pretzel Lady” Writing assignment due

Week 8: 3/7 & 3/9

Tues – Chapter 22 – Pronouns
Pronoun Quiz
Thurs – Grammar Packet due w/Lab assignment
Teaching presentation from Grammar Packets

Week 9: 3/14 & 3/16

Tues – Chapter 28 – Spelling
Thurs – Chapter 29 – Commonly confused Words

Week 10: 3/21 & 3/23

Tues – Review for Final
Thurs – Grammar and Sentence Final
Celebrate last day of class

5) Sample Lesson Plans

The following pages contain a few lesson plans for ENG 030. They are intended to provide examples of ways that an instructor might design lessons to address

some of the “learning outcomes” and “topics covered” for this course. We will continue to expand this section as instructors contribute their lesson ideas.

Introduction to Classroom Dynamics and Writing Process
Contributed by Stewart Erlich, Westminster Campus.

The following 2-3 day lesson works well at the very beginning of the semester as a warm up to positive class interaction, a community builder, and an introduction to writing process. It can be used in 030, 060, or 090, and it can be modified for AAA or REA as well.

Objectives

- Students will build a self-monitoring community ethic
- Students will complete a diagnostic writing sample
- Students will practice collaboration
- Student will demonstrate writing process steps- specifically: prewriting, brainstorming, drafting, revising

Materials: lots of whiteboard space, and several dry- erase markers.

Handout: Class Code of Conduct Exercise (attached)

Procedure:

Day One:

- a. Set up the class in a circle or a ‘U’ Shape, so students can look at each other.
- b. (10 minutes) Have students take out a sheet of paper. On a whiteboard or on a PowerPoint slide, write: **“Recall a time when you had a positive learning experience or an experience in a class that you remember fondly. What happened, and what did you enjoy about it? Think for a few minutes and then write about the experience for 10 minutes. You will be asked to share what you have written, and I will be collecting your work at the end of class.”** While students are writing, you might participate by writing also.
- c. (25-30 minutes) Once students are finished writing, have students each share their experience. Encourage students not simply to read what they have written but expand on what they wrote- really tell about their experience. If you have written as well, you might consider starting with sharing yours as a model.
- d. Once all students have shared, explain that the success of any course depends upon building a safe and productive community.
- e. (5 minutes) Ask students:
 - i. What were some of the features of the classes that you just heard about that made them positive learning environments? (things like comfortable, supportive, good teacher, interesting subject matter, etc)
 - ii. Based on the stories you just heard about positive learning experiences, what were what does a class need to function as a safe and productive community? What do the students need to do? What does the teacher need to do?
- f. As students call out ideas, write them on the board.

- g. (5 minutes) Once the board is full of characteristics of positive learning environments, ask students to consider all of the characteristics listed on the board and write a description of the ideal class. What would the teacher be like, and what would the students be like?
- h. (5 minutes) Have several students volunteer to share their descriptions of the ideal class.
- i. (5 minutes) Finally, tell students to write down 5 rules that they think a class would need to observe- teacher AND student- in order for it to live up to an ideal, positive learning environment.
- j. Ask students to turn in their writing, and then give the following homework assignment: Type ½ page describing a time when you had a negative experience in the classroom, or when a learning environment failed for you. What happened?

Day Two

- a. Ask students to take out their 5 rules from the previous day.
- b. (15 minutes) Have students share their journals.
- c. (5 minutes) Ask students:
 - i. What were some of the features of the classes that you just heard about that made them negative learning environments? (things like feeling humiliated, feeling unsafe, feeling bored, not understanding, etc)
- d. (5 minutes) As students call out ideas, write them on the board.
- e. (5 minutes) Once the board is full of characteristics of negative learning environments, ask students to consider all of the characteristics listed on the board and write a description of the worst class ever. What would the teacher be like, and what would the students be like?
- f. (5 minutes) Have some students volunteer to share their descriptions of the worst class.
- g. (5 minutes) Tell students to add to their original list 5 more rules that a class would need to observe to avoid becoming this kind of class.
- h. (30 minutes) Hand out group assignment (see handout below), and break students into groups of 5 (big groups are good since this lesson takes place at the beginning of the course). Have students do this assignment, and hold onto their new group rules for next class. write their group's rules on the board when they are finished.

Day Three

- i. (5 – 10 minutes) Have students write their group rules on the board.
- j. (30 minutes) Once all of the rules are on the board (4 groups = 2 rules), explain that the class will need to narrow down all the rules on the board to about 5, so wording will be important, to economize the amount of rules while saying the most in each one.
 - i. Ask, what similar themes are there between rules? Mark rules according to theme (R for respect, etc.)
 - ii. Which ones can be combined, eliminated?
- k. (15 minutes) As a whole class, generate new list of five to encompass all of the rules.
- l. Finalize class rules. You might choose to make copies for everyone for next class. (samples from previous classes have been included below)

- m. (5 minutes) Ask students how the class code of conduct exercise might relate to what they know about the writing process?
- n. (5 minutes) Make explicit to the class how they used prewriting, idea generating and brainstorming, organizing, drafting, and revising when creating their class code of conduct. Explain how the same steps can be used when writing anything.

CLASS CODE OF CONDUCT DOCUMENT

Each of you has 10 rules that you believe are necessary for a class to function as a safe and productive learning community. In your small group, compare each other's rules. Most likely, some will be similar, and others will differ.

1. As a group, decide which rules are most important to all of you. Think about how some are similar in theme, and see which ones can be combined. In some cases you may wish to combine several rules into one new rule that encompasses a group of them.
2. Narrow down your group rules to 5, and rewrite them as sentences. They should be thoughtful, well-written, and community-oriented. Specifically:
 - a. They should reflect behavior that the entire classroom community (instructor AND students) will agree to follow.
 - b. They should be worded as statements of action: "As a class, we agree to..." or even simply, "We will..."
 - c. They should not simply be rules that are obvious expectations, such as "we will do our homework," or "we will not talk out of turn." While such expectations may be implied by your rules, I am looking for higher-level thinking, like "we will treat all ideas as equally valuable, engaging in class activities with tolerance and mutual respect." (can't steal mine, sorry!)
3. Be prepared to share your five, well-crafted rules with the class. Make your group's rules the BEST rules of the class.

The following are sample codes of conduct from classes who have completed this exercise:

Spring 2006
Class Code of Conduct

1. We will acknowledge each other with respect, and we will not discriminate against or judge other people's opinions.
2. We will encourage each other to challenge ourselves, take pride in our work, and not feel intimidated in front of the class and teacher at any time.
3. We will know our fellow classmates, and must understand the diversity and learning abilities of each individual student and incorporate them in a way to teach each student at the same pace.
4. We will keep it light, hear each other out, and form a respectful relationship in order to make a more positive and motivational learning environment.
5. We will utilize our instructor's expertise and help each other when we are working as a group.

Fall 2004
Class Code of Conduct

We, the English class and instructor of Fall 2004, agree to the following code of conduct:

1. We will have fun while learning.
2. We will be team players by participating with communication.
3. We will be open minded, and we will not judge others.
4. We will respect others by encouraging each other with positive feedback.
5. We will work together to build a structured learning environment.

Spring 2005
Class Code of Conduct

1. We will treat all people and materials in the learning environment with the utmost respect.
2. We will make the learning environment safe for everyone physically, mentally, and emotionally.
3. We will set realistic goals and high standards and never say "I can't," but "I will."
4. We will be willing to help others and not be afraid to ask for help.
5. We will be committed to learning and trying new things, and while looking out for everyone's wellbeing, we won't forget our own.

6) Sample Assignments

- Write an essay describing why you decided to go to college.
- Write an essay responding to an article read in class.
- Demonstrate classroom communication strategies through a group activity or presentation

7) Recommended Texts

Please Note: Finding a text that addresses the learning outcomes we have set for this course is an ongoing process. Very often, what we have listed as “recommended texts” represent the texts that we are currently using. These texts may change as we seek out materials that best suit our objectives.

Kirzner, Laurie, and Mandell, Stephen. Foundations First: with Readings. 2nd ed. Boston: Bedford St. Martin, 2005. ISBN: 0-312-41337-8

English 060:
Writing Fundamentals

ENG 060 Writing Fundamentals

1) **State Curriculum:** Focuses on paragraph structure and development and introduces the formal essay. Enables students to review and improve grammar, usage, and punctuation skills while employing critical thinking strategies and the writing process to respond to a wide variety of writing situations.

CCCNS Course Competencies

ComboID	ENG 060	Locate Combo-ID
CourseTitle	Writing Fundamentals	
MinCredit	3	
MaxCredit	3	
CourseDescription	Focuses on paragraph structure and development and introduces the form	
Prerequisites and Co-requisites will be determined by each individual institution.		
StandardCompetencies		
Competencies View:		
I. Think creatively and critically		
II. Allocate resources		
III. Communicate effectively		
IV. Function as a part of a team		
V. Acquire and evaluate data		
VI. Understand systems		
VII. Choose and apply appropriate technology		
VIII. Understand and develop writing as a process in paragraphs and basic essays		
by:		
A. Prewriting		
B. Incorporating purpose, audience, and point of view		
C. Drafting		
D. Reading/reviewing drafts		
E. Revising		
F. Using appropriate word choice and various sentence structures		
G. Editing for correctness		
H. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)		

- IX. Apply knowledge of the writing process to a variety of intermediate reading and writing tasks by:
 - A. Responding to texts in writing
 - B. Understanding and using vocabulary appropriate to the study of composition, methods of organization, and grammar
 - C. Developing the various components of paragraphs and basic essay
 - D. Selecting and employing organizational strategies in paragraphs and basic essays
 - E. Matching form to a variety of writing purposes
 - F. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)
- X. Develop reading, writing, and critical thinking as integrated skills by:
 - A. Reading closely to identify, analyze, and discuss vocabulary in context, main ideas, supporting details, patterns of organization, fact and opinion, inferences, purpose, and tone
 - B. Applying close reading discoveries to writing summaries, critical analyses, and reactions
 - C. Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)
- XI. Succeed in a supportive learning environment by:
 - A. Taking responsibility for their own learning
 - B. Developing a reflective attitude toward their own learning
 - C. Experiencing reading and writing as processes of discovery
 - D. Monitoring their own comprehension and asking questions as needed
 - E. Developing a sense of community with other learners
 - F. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)
- XII. Incorporate college support systems, as available, by:
 - A. Following the advising procedures to ensure accurate placement
 - B. Applying appropriate learning strategies to self-management in completing and seeking appropriate help with writing assignments
 - C. Working with Writing Center/Writing Lab faculty (as available) to overcome deficiencies and to build self-confidence in the writing process
 - D. Using technology as appropriate
 - E. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)

TopicalOutline

Outline View:

- I. Writing Process
 - A. Prewriting
 - B. Analyzing purpose, audience, and point of view
 - C. Revising
 - D. Editing
- II. Conventions of Academic Discourse

- A. Organizational Strategies
- B. Vocabulary of Composition, Methods of Organization, and Grammar
- C. Paragraph/Basic Essay Components
- D. Documentation Basics
- III. Integration of Reading and Writing Skills for Academic Purposes
 - A. Critical Reading Strategies
 - B. Discussing Texts
 - C. Responding to and Summarizing Texts
- IV. Successful Navigation of the Academic Learning Environment
 - A. Taking Responsibility for One's Own Learning
 - B. Self-Advocacy
 - C. Understanding and Utilizing College Support Systems

2) Learning Outcomes

Reading/ Writing Process

- Students will use an effective active reading process to read and respond in writing to high-interest texts and college level texts.
- Students will apply writing process strategies to generate ideas (see sample lesson idea)
- Students will apply writing process strategies to organize ideas
- Students will apply writing process strategies to revise and edit work, incorporating instructor feedback
- Students will understand a writing assignment to be a series of tasks that vary depending on the nature of the assignment.
- Students will describe and evaluate efficacy of writing strategies used
- Students will use a word-processing program to compose, revise and proofread written documents

Rhetorical Structures

- Students will express ideas in writing so that they are clear and understandable (Adapted from Landmark College)
- Students will recognize and apply basic essay structure, including introduction, thesis, support, and conclusion (Adapted from Landmark College)

Academic Writing

- Students will write 3 formal short essays (2-4 pages) and multiple (10-20) one page informal “journals.” Typed work is required.
- Students will understand the appropriate and ethical use of technology in the English classroom (Adapted from Landmark College)

Writing to Learn

- Students will use writing as a tool for reflecting on course material (Adapted from Landmark College)

Classroom Participation

- Students will experience and practice academic language discourse
- Students will demonstrate appropriate affect that supports a positive learning environment (Adapted from Landmark College)

- Students will participate actively in the classroom environment at an appropriate college and pragmatic level (Adapted from Landmark College)

Executive Function

- Students will demonstrate knowledge of the college environment, including campus resources, library, academic advising and counseling, tutoring services, and writing and math help centers

3) Topics Covered

- Critical reading skills

- Reading strategies- how to understand a text
 - i. guessing new vocabulary from context
 - ii. identifying main and supporting ideas
 - iii. identifying author's rhetorical strategies
- Process strategies
 - i. Planning
 - ii. Prewriting
 - iii. Idea generating
 - iv. Idea organizing
 - v. Drafting
 - vi. Revision for content
 - vii. Revision for mechanics
- Essay structure and development
- Introduction to argument
- Introduction to web-based learning (Web CT)
- Introduction to library skills
- In context of student writing: Review of parts of speech (again, to understand sentence punctuation)
- In context of student writing: Grammar (students are assessed and instruction is individualized)

4) Sample Syllabi and Guidelines

Below are general requirements for all FRCC Syllabi:

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A copy of each syllabus will be left on file with the appropriate department chair. The department chair will maintain copies of these syllabi for a period of not less than one year.

All FRCC syllabi will contain the following components:

1. Course name, prefix, number, section, and semester.
2. FRCC Catalogue Course description.
3. Course prerequisites and corequisites.
4. Meeting times and location including the days of the week, class times, room, and campus location.
5. Teacher's name, phone, email, FRCC homepage website address.
6. Office hours (times and location).
7. Textbooks (required and optional) and other required materials. For texts include a complete citation of title, author, publisher, and edition. Please note if texts are special edition. (ISBN recommended)
8. A list of the primary goal(s)/ objective(s) for the course as consistent with the curriculum content guide.
9. Course requirements (exams, quizzes, projects, papers, etc) and the contribution of each towards the final grade (percentage, points, etc.).
10. Grading scales and standards.
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12. For the date of each meeting or each week, specify: the subject matter/ topics to be covered (e.g., lectures, field trips, guest instructors, etc.), pre-class readings.
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 - If your class is not the typical 15- week semester, be sure to list drop date and withdraw date that applies to your course.
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 - Academic honesty. Refer to the student code of conduct in the Student Handbook.
 - Any messages you deem important and appropriate to communicate with your students (i.e., food and drinks in class, sleeping in class, pagers, cell phones, decorum, etc.).
18. Include a note that the instructor reserves the right to modify the syllabus and calendar for the class.
19. Other information deemed appropriate by the instructor or the department.

The following pages contain examples of syllabi for ENG 060. Of course, variety can and will exist between instructors in terms of format and policy; these examples are intended as models for course design and course organization. We will continue to expand this section as instructors share their syllabi.

**Westminster Campus
Spring 2006**

**Tuesdays and Thursdays, 11:25-12:40
B1154**

Instructor: Stewart Erlich

Phone: 303-404-5374

E-mail: stewart.erlich@frontrange.edu

Office: C0113

Office Hours: Monday 12:00-1:00 and 3:00-4:00 PM

Wednesday 12:00-1:00 PM

Tuesdays and Thursdays 3:00-4:00 PM

Friday, by appointment

Required Materials: *Wordsmith, 2nd ed.*

A two-pocket folder for turning in assignments

A floppy disc, zip disc, or flash drive for saving drafts electronically

FRCC Catalog Course Description:

ENG 060 Writing Fundamentals focuses on paragraph structure and development. It enables the student to review and improve grammar, usage, and punctuation skills while employing critical thinking strategies and the writing process to respond to a variety of writing situations.

The purpose of ENG 060 is to help you become a more effective writer and communicator- one who can successfully communicate a specific message to a specific audience. The skills and principles you learn in this class will prepare you for future English courses, writing assignments and essay tests in other classes, and your life outside of the academic sphere.

By the end of ENG 060, you will understand the following concepts:

The Writing Process:

- What the writing process is, and how to use it
- How to approach a writing assignment and decide on a writing strategy
- How to plan and pre-write using visual, auditory, and kinesthetic modes
- How to organize ideas into a coherent structure
- How to write a rough draft
- How to revise and edit
- How to collaborate effectively with peers to foster a positive learning community

Paragraphs:

- How to write a focused topic sentence
- How to choose clear, relevant supporting details

Essays:

- How to write a focused, effective thesis
- How to develop a thesis through supporting paragraphs
- How to think critically about a variety of texts
- How to develop error-free writing

And you will understand the following grammatical and mechanical concepts:

- How parts of speech function in a sentence
- How to avoid fragments and run-ons
- How to use transitions
- How to vary your sentences

All of the above skills will be assessed through formal and informal writing assignments. Some of these assignments will be completed in class, while others will be completed at home.

Grade Breakdown:

1) Attendance and Community	30 pts
2) Writing Assignments	
Journals (20)	10 pts
In-class informal writing and homework assignments	5 pts
Formal Essay I (Week 3-4)	5 pts
Formal Essay II (Week 6-7)	10 pts
Formal Essay III (Week 10-12)	20 pts
Formal Essay IV (Week 14-15)	20 pts
<hr/> TOTAL	70 pts
<hr/> TOTAL	100 pts

I will use this standard scale for grading:

100-90 pts	A
89-80 pts	B
79-70 pts	C
69-60 pts	D
59 pts - below	F

Attendance and Community

Attendance:

This is a process-oriented course requiring a great deal of class participation and cooperation. Your attendance is very important. **YOU WILL NOT LEARN IF YOU ARE NOT HERE.** Since all class activities depend on student participation, all participants lose out when a student is absent. I know that life can be unpredictable, though. Therefore, absences begin to affect your grade after the first two. Keep in mind, it is not my job to contact you and give you assignments when you miss class. It is your job to contact a classmate or me and find out what is due for the next class. Late assignments will lose a letter grade for every day (NOT class day) they are late, regardless of whether or not you are in class on the due date. Coming to class late or leaving early is not acceptable. Late arrivals can be very distracting and often lead to repeated directions, conversations, and disrupted attention. **Two late arrivals will count as one absence.** Do not be late.

Cell phones must be turned off during this class. Students who use their cell phones to send text messages will be counted as absent.

Community:

I am using the word “community,” rather than “participation,” because I believe there are many ways to participate in a class. I am aware that all of you have different learning styles and preferences. While some students might be quite comfortable talking in class regularly, others may not be as vocal. Being alert, engaging in class activities with a positive attitude, and supporting each other’s learning is equally important to the success of the class, and is just as valuable to me as talking. I encourage you to find your own way to be a part of the learning community in this class; on the other hand, I also encourage you to step out of your comfort zone and take some risks. Believe in what you have to offer this class- no one else has your experience.

Group work is a large component of this class as well. Your willingness and ability to work productively in groups, to teach and learn from each other, is critical to your success in this class. You will be held accountable for your contributions to group assignments.

Writing Assignments

Most important to your success in this class is your willingness to write. For the next 15 weeks, you are a writer, and above all else, writers write. Therefore, writing assignments will be the largest part of your grade.

All journals and formal writing assignments are due at the beginning of class on the day they are due *unless other arrangements are made with me ahead of time*. All out of class writing assignments, including journals, must be typed and double-spaced with a 12-point font and one-inch margins on all sides. If you do not have a computer at home, you may use one of the computer labs located here on campus with your student ID.

On a regular basis, you will be writing in class. Treat in-class writing assignments as an opportunity to take chances and explore your voice as a writer. While these assignments

will still be turned in, I will not assess grammar and mechanics without giving you warning ahead of time. I will mainly be looking for your well-developed thoughts and ideas. In addition, treat these assignments as public. You will often be asked to share what you write in class with your classmates. If you do not wish to share something that you have written, that will be respected, but it will be more useful to you and the class if you write about something that you are willing to share and discuss.

Plagiarism

Plagiarism is theft of someone else's words or ideas. It also includes having other people write your papers. Don't do it. If you are caught, you will fail the assignment and possibly the course. Other consequences are also likely. Please see the Front Range Community College Program Catalog for details.

Students with Special Needs

Students with special needs are encouraged to contact the Office of Special Services at 303-404-5302 to arrange for accommodations and support services. I also encourage you to meet with me during office hours to discuss any concerns that you have.

Writing and Academic Skills Center

The Writing and Academic Skills Center is a resource available to all students on campus. Tutors who can help you with any kind of writing problem are available at the WC, free of charge. In addition, the WC has a computer lab with software to assist you with many writing issues. We will be exploring the center as a class, but I also strongly encourage you to explore it on your own.

Office Hours

Instructors are required to hold office hours for their students. This is very boring when no students visit. I strongly encourage you to come to office hours if you have questions or are confused about anything. It is your responsibility to learn everything you can while you are in college. I will do my part if you take responsibility for your part.

Important Dates:

Jan. 17	Semester begins
Feb. 1	Last day to add or drop with a refund
	Last day to change Credit to Audit, or Audit to Credit
Mar. 27-April 2	Spring Break (No Classes)
Apr. 17	Last day to withdraw (no refund)
May 8	Semester ends

Itinerary for First Two Weeks of ENG 060

(Subject to change. All changes will be announced in class. You will receive new itineraries every two weeks, so that you will know what is ahead.)

Week One

Tuesday, January 17th

Course Overview, Syllabus discussed, Class Code of Conduct Exercise

Assignments:

- 1) Journal 1 Assigned, due next class:
1 page typed, responding to the following:
Describe a negative experience you had in a learning environment- a time when the learning community failed for some reason. What happened, and why did it fail? Be prepared to share your work.

Thursday January 19th

Journal 1 Due. Class Code of Conduct Exercise completed.

Assignments:

- 1) Read "The Writing Process," in Wordsmith, pp. 3-5.
- 2) Journal 2 assigned, due next class:
Write 1 page typed, responding to the following:
How did the class conduct exercise relate to what you read about the writing process? In other words, how might the writing process be related to the process we used to create the Class Conduct document?

Week Two

Tuesday, January 24th

Journal 2 due. Learning Styles discussed.

Assignments:

- 1) Journal 3 Assigned, due next class:
What do you do when you write? What parts of your process are you best/ most effective at? What parts of your process are most enjoyable? What parts of your process are you worst/ least effective at? What parts of your process are least enjoyable? Remember to respond in paragraph form- do not just answer the questions one at a time!

Thursday, January 26th

Journal 3 due. Overview of the Writing Process. Formal Essay 1 assigned, due in one week.

Assignments:

- 1) Read Wordsmith, pp. 15-26.
 - 2) **Essay 1 due in one week. See Essay Guidelines for more information.**
- 5) Sample Lesson Plans**

The following pages contain a few lesson plans for ENG 060. They are intended to provide examples of ways that an instructor might design lessons to address some of the “learning outcomes” and “topics covered” for this course. We will continue to expand this section as instructors contribute their lesson ideas.

Below is a lesson plan for introducing and practicing prewriting for a narrative essay.
Contributed by: Stewart Erlich, Westminster Developmental English Faculty

Objectives:

Students will learn and practice using a wide variety of idea generating techniques using a variety of modalities.

Materials:

Transparencies or PowerPoint of models for ways to generate ideas (see attached slides for one way to organize these slides)

Big sheets of paper

Markers

Procedures:

5 minute activator:

In class writing- Write for a few minutes on the following topic: When you have to write something, how do you get your ideas? What do you do when you have too many ideas? Too few? Which is more common for you? What strategies do you use to get ideas?

What other activities are you involved with in which you search for ideas or inspiration? (i.e. songwriting, painting, building, dancing, etc)

After 5 minutes, have each person share 1 part of what they wrote.

A review of learning styles might be helpful at this point. Then, explain that generating ideas is perhaps the most important part of the writing process- it is when you decide what it is you want to say. Do not censor yourself here. Let all ideas flow. Right now, we are in the stage of entertaining all ideas.

Show slides or ppt.

Ways to generate ideas- explain each and show examples when possible:

Mind mapping (show the one I created)

Draw a picture or diagram of ideas (Show example)

Talk through ideas – with a partner who takes notes or with a tape recorder

Free-write (show example)

Today, students will prepare for writing a narrative essay, in which they tell a story of significance for them. Remind students that they should not yet choose which story they want to tell, but rather generate as many possible stories as they can. The choosing comes later.

Slide 1

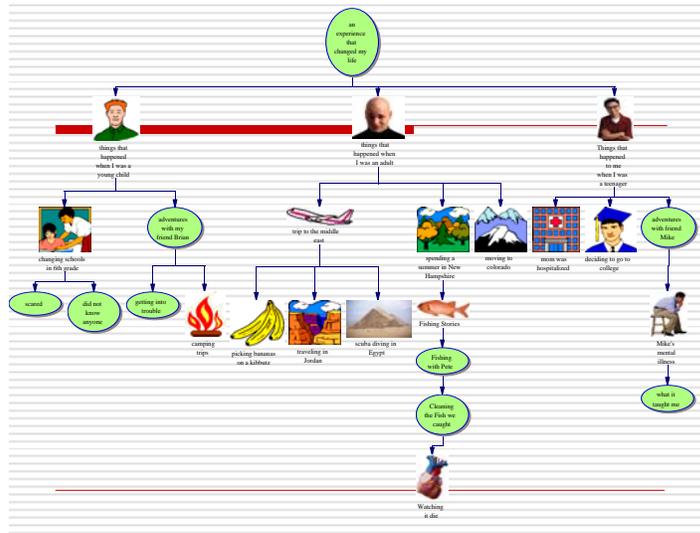
Generating Ideas: Where do ideas come from?

Slide 2

Ways to Generating Ideas might include:

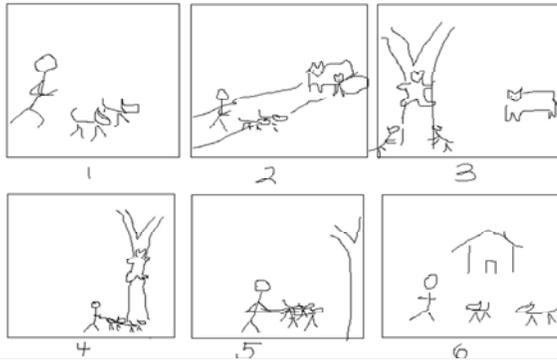
- Free Writing
 - Tape Recording
 - Mind Mapping
 - Talking to people/ discussing
 - "Walking" ideas
 - Building a model
 - Drawing a picture
-

Slide 3



Slide 4

Story Boarding



Slide 5

Free Writing

Let's see. OK, so I am supposed to write about something that happened to me to change me as a person. Who I am is a result of all the stuff that has happened to me in my life. Some of it was big stuff, like switching schools when I was in 6th grade. Some was little stuff, like when I went fishing with my uncle for the first time. What else happened to me? I hung out with this kid Brian when I was young and he got me into lots of trouble. He was a messed up kid. He used to pull the wings off of bees. One time he and I went on this really long bike ride and no one knew where we were. My mom was pissed off when I finally came home. I used to hang out with this other kid, Alan. Got in trouble with him too. How about things that happened when I was older? My best friend in college was Pete. We used to go camping too. Fishing. There was that one time when we caught that fish on the Delaware. That was pretty rough. Still a good trip, but I will never forget what happened with that fish. I used to go fishing all the time. What happened? Why not anymore? Maybe I will go some time. But I really don't want to. Maybe it was because of the thing with

Slide 6

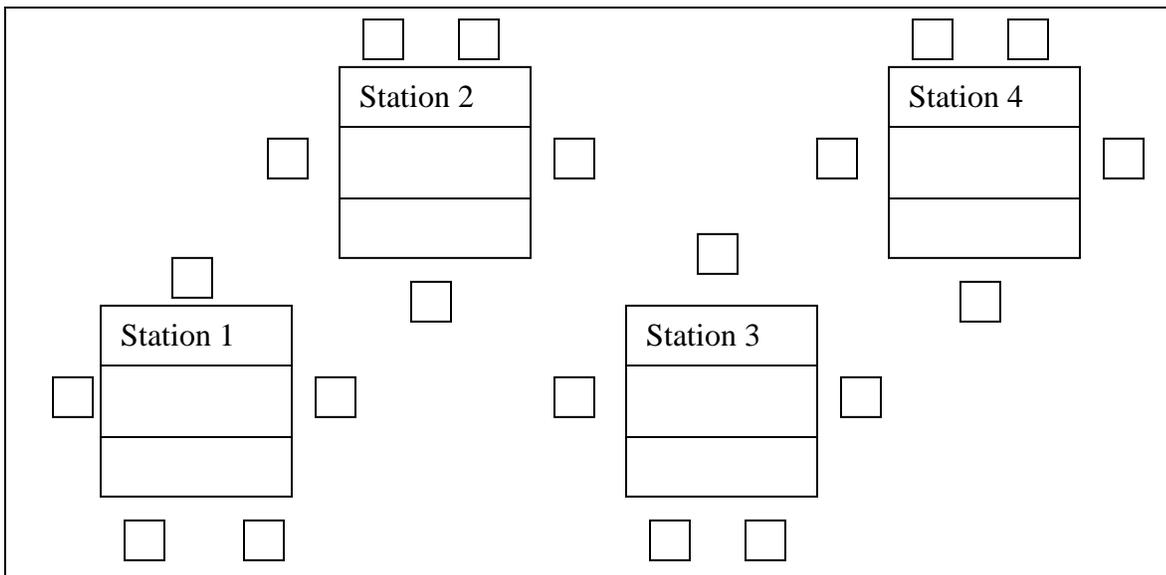
Discuss/ Record



Activity:

Episode 1:

Set up the room into 4 stations. (group tables so that they make 4 work areas, with 4 or 5 students in each work area. See diagram below:



Each station is the headquarters for one pre-writing method. For instance, station one can be mind maps, station 2 can be storyboarding, station 3 can be free-writing, and station 4 can be discussion/ recording. Each group will spend 10-15 minutes at a station and then rotate. at the end of the episode, students will have practiced each of these idea generating strategies.

Episode 2:

Reflection: Students discuss the activity. Instructor asks questions such as: Which station worked best for you? Why? Which station was least effective for you? Why? Which would you be willing to incorporate into your writing process?

Follow-up/ Assessment

Recommended follow-up activities for assessing skills:

1. Choose your favorite idea generating technique from the four you practiced, and expand the materials you made, adding detail to your ideas.
2. Write the first draft of an essay based on the materials you generated, and turn in your idea generating materials with your draft.

Below are a few general ideas for assignments:

- a. Write about your writing process at the beginning of this course
- b. (follow-up) Write about your writing process at the end of this course.
- c. Write a Narrative Essay
- d. Read “Mother Tongue,” by Amy Tan, and then write an essay about the roles you play in your life, and how your language, behavior, and appearance changes in each role.

On the next pages are two sample essay assignments in detail.

What is your Writing Process?

Now that you have spent some time reflecting about what your writing process is, and you have also spent some time learning about multiple intelligences, you are going to put these principles into action.

The room has been set up with 4 stations. Each station has supplies for you to work with in order to create a symbolic representation of your writing process.

YOUR JOB:

Create a detailed, well-thought-out representation of what you do when you write, using any of the supplies provided. You will be presenting your representation to your classmates when you have finished.

You should have several parts to your representation, and each part should represent one part of your own writing process.

For instance, if you start out very confused when you have to write about something, what might that confusion look like if you had to represent it visually? If you start out doing research, what might *that* look like? Do you do one step at a time when you write, i.e., pre-write, outline, draft, etc., or do you do lots of things all at once? Do you do the steps in order, or do you come back to certain steps more than once? What would *that* look like?

Remember, you will need to explain what each part of your representation means to your classmates.

Evaluation of your work will be based on your creativity and depth of thought. You have 30 minutes to create your representation.

Essay One Guidelines

For the first essay in this class, you will be writing about your writing process as it is now, at the start of this course.

Think about the activities we have been doing in class this week, in which I have asked you to describe your ideal conditions for writing, the tools you use, the places you are when you write, etc. Also in class this week, you created a model to visually represent your writing process. Now, the next step is to take these ideas and write about them.

Using the process you demonstrated in the in-class activities, write a 2-3 page essay in which you detail exactly what the process is that you use for writing tasks. Use specific examples of writing tasks that you have been given and what you did to accomplish them. For instance, think about the hardest writing task you ever had to do, and describe how you did it. If you have trouble thinking of any writing tasks that you had in the past, think about the journals you have already written in this class.

Remember, as always, to write the truth. Do not glamorize your process. I am really interested in what you *really do* when you are asked to write, even if you usually wait until the last minute and stay up all night to finish, or even if you get a parent or a friend to proofread your work. Use these questions if you have trouble starting:

- Do you do all of your writing in one sitting, or do you take lots of breaks?
- Does your mind wander, and if so, how you bring it back to attention?
- Do you have trouble thinking of words, or do the ideas come quickly?
- Are you thinking about what you will write ahead of time, like while driving?
- Do you stare at a blank page for a loooooong time before you start?

Attached are the due dates and the scoring rubric, detailing exactly how this essay will be evaluated.

Your first Formal Essay is worth a total of 50 points. It will be evaluated for these specific criteria.

Due Thursday, February 2nd

Total Points- 50

Evaluated on the following criteria:

Introduction (10 pts)

- The essay begins with an **introduction paragraph** that **presents the topic of the essay**. In this case the topic of the essay will be examining your own writing process.

Body Paragraphs (30 pts)

- Each body paragraph presents **one stage in your writing process**.
- The body paragraphs contain **specific examples** of writing tasks and the actions or steps you took to accomplish them.

Conclusion (10 pts)

- The essay ends with a **conclusion paragraph** that discusses if there is **anything you would like to change about your process, or anything you hope to do differently** in the future. You might also consider **recommending** to others that they either follow or *not* follow your example.

Remember, that your honesty is important to me. As your writing instructor, I really want to know what you really do. That's how I can be most helpful to you. Please don't just tell me what you think I want to hear!

Essay Assignment

DRAFT 1 DUE Thursday, March 23rd
FINAL DRAFT DUE Tuesday, April 11th

“Roles and Identities”

The role which we play at any given time affects the way we see the world. Roles change for each of us throughout the day. For instance, at work, my role is “teacher.” When in that role, I act a certain way, speak a certain way, look a certain way, use certain body language, etc. In comparison, when I am at band practice, my role is “band leader/ musician.” I use different language, behavior, etc. in that setting. I am essentially a different person, in many ways.

We all occupy different “roles” or “identities” in our lives. We are students, workers, spouses, mothers, fathers, sons, daughters, siblings, etc.

Write an essay analyzing 3-4 of the roles you play in your life, and describe how your actions, behavior, and/or language are different in each role.

Guidelines:

1. Your essay will begin with an **introduction** that resembles one of the techniques we discuss in class: **Narrow-to-Broad, Broad-to-Narrow, or Contrast**.
2. Your introduction will end with a thesis that clearly states your **subject** and **attitude**, as well as introduces the **specific roles** you will discuss in your essay.
 - a. For example, my thesis might be:

“How I behave, speak, and even look changes depending on whether I am in the role of musician, athlete, or teacher.”
3. You will have **3-4 body paragraphs**. Each body paragraph will present **one of the roles or identities** that you describe in your thesis. **You will give specific examples of how your actions, language, and appearance changes** for each role. These paragraphs will be **organized in the same order as they were listed in your thesis**.
4. In addition, you will have **one body paragraph that explains which role you identify with the most**. For instance, I may be a husband, teacher, rock star, athlete, and friend, but the role I identify with strongest is my role as a teacher (please don't tell my wife). In this paragraph, you will **also explain why you identify with that one role strongest**. In other words, you will say why it is most important to you.
5. Your essay will conclude with a **conclusion** that resembles one of the techniques we discuss in class: **Summary, Recommendation, or Prediction**.

7) Recommended Texts

Please Note: Finding a text that addresses the learning outcomes we have set for this course is an ongoing process. Very often, what we have listed as “recommended texts” represent the texts that we are currently using. These texts may change as we seek out materials that best suit our objectives.

Garcia, Albert. Digging In: Literature for Developing Writers. New Jersey: Pearson Education, 2004. ISBN: 0-13-049388-0

Arlov, Pamela. Wordsmith. 2nd ed. New Jersey: Pearson- Prentice Hall, 2004. ISBN: 0-13-049250-7

English 090: Basic Composition

1) State Curriculum: Emphasizes critical thinking as students explore writing for specific purposes and audiences. Enables students to develop skills required for college-level writing while reviewing paragraph structure and focusing on essay development.

CCCNS Course Competencies

ComboID	ENG 090	Locate Combo-ID
CourseTitle	Basic Composition	
MinCredit	3	
MaxCredit	3	
CourseDescription	Emphasizes critical thinking as students explore writing for specific purposes	
Prerequisites and Co-requisites will be determined by each individual institution.		
StandardCompetencies		
<p>Competencies View:</p> <p>I. TRANSFERABLE COMPETENCIES KEY:</p> <ul style="list-style-type: none"> A. Think creatively and critically B. Allocate resources C. Communicate effectively D. Function as a part of a team E. Acquire and evaluate data F. Understand systems G. Choose and apply appropriate technology <p>II. Understand and develop writing as a process in college preparatory essays by:</p> <ul style="list-style-type: none"> A. Prewriting B. Analyzing purpose, audience, and point of view C. Drafting D. Reading/reviewing drafts E. Revising F. Using appropriate word choice and various sentence structures G. Editing for correctness H. Transferable Competencies: 1, 2, 3, 4, 5, 6, 7 <p>III. Apply knowledge of the writing process to a variety of college preparatory</p>		

reading and writing tasks by:

- A. Responding to texts in writing
 - B. Understanding and using vocabulary appropriate to the study of composition, methods of organization, and grammar
 - C. Developing the various components of formal essays
 - D. Selecting and employing appropriate organizational strategies
 - E. Matching form to a variety of writing purposes
 - F. Practicing basic citation/documentation skills as appropriate
 - G. Incorporating researched material as appropriate
 - H. Transferable Competencies: 1, 2, 3, 4, 5, 6, 7
- IV. Integrate reading, writing, and critical thinking skills at a college preparatory level by:
- A. Reading closely to identify, analyze, evaluate, and discuss with fluency an author's purpose, tone, methods of development, thesis, credibility, and validity (for print and on-line text)
 - B. Applying close reading discoveries to writing summaries, critical analyses, and reactions
 - C. Transferable Competencies: 1, 2, 3, 4, 5, 6, 7
- V. Succeed in a supportive learning environment by:
- A. Taking responsibility for their own learning
 - B. Developing a reflective attitude toward their own learning
 - C. Experiencing reading and writing as processes of discovery
 - D. Monitoring their own comprehension and asking questions as needed
 - E. Developing a sense of community with other learners
 - F. Transferable Competencies: 1, 2, 3, 4, 5, 6, 7
- VI. Incorporate college support systems, as available, by:
- A. Following the advising procedures to ensure accurate placement
 - B. Applying appropriate learning strategies to self-management in completing and seeking appropriate help with writing assignments
 - C. Working with Writing Center/Writing Lab faculty (as available) to overcome deficiencies and to build self-confidence in the writing process
 - D. Using technology as appropriate
 - E. Transferable Competencies: 1, 2, 3, 4, 5, 6, 7

TopicalOutline

Outline View:

- I. Writing Process
 - A. Prewriting
 - B. Analyzing purpose, audience, and point of view
 - C. Revising
 - D. Editing

- II. Conventions of Academic Discourse
 - A. Organizational Strategies
 - B. Vocabulary of Composition, Methods of Organization, and Grammar
 - C. Paragraph/College Preparatory Essay Components
 - D. Documentation Basics
- III. Integration of Reading and Writing for Academic Purposes
 - A. Critical Reading Strategies
 - B. Discussing Texts
 - C. Responding to, Summarizing, and Analyzing Texts
- IV. Successful Navigation of the Academic Learning Environment
 - A. Taking Responsibility for One's Own Learning
 - B. Self-Advocacy
 - C. Understanding and Utilizing College Support Systems

2) Learning Outcomes

Reading/ Writing Process

- Uses an effective active reading process to comprehend entry-level college texts.
- Students will apply writing process strategies to generate ideas
- Students will apply writing process strategies to organize ideas
- Students will apply writing process strategies to revise and edit work, incorporating instructor feedback
- Students will understand a writing assignment to be a series of tasks that vary depending on the nature of the assignment.
- Students will demonstrate a willingness to experiment with new writing strategies to overcome difficulties with writing
- Students will describe and evaluate efficacy of writing strategies used
- Students will use a word-processing program to compose, revise and proofread written documents

Rhetorical Structures

- Students will express ideas in writing so that they are clear and understandable
- Students will recognize and apply basic essay structure, including introduction, thesis, support, and conclusion

Academic Writing

- Students will write 4 essays (4-6 pages) and multiple (10-20) one page “journals.” Typed work is required.
- Students will integrate material from at least one external source, written or otherwise, into written work
- Students will understand the appropriate and ethical use of technology in the English classroom

Writing to Learn

- Students will use writing as a tool for reflecting on course material

Classroom Participation

- Students will experience and practice academic language discourse
- Students will demonstrate ability to generate interest in course material under study
- Students will demonstrate appropriate affect that supports a positive learning environment
- Participates actively in the classroom environment at an appropriate college and pragmatic level

(Adapted from Landmark College)

3) Topics Covered

- Critical thinking and reading skills:

- i. Identifying rhetorical strategies and critiquing their effectiveness
 - ii. Guessing vocabulary from context
- Idea/essay organization
- Formal essay structure (4-6 pages)
 - i. Summary/ Response
 - ii. Argument
 - iii. Synthesis
 - iv.
- Process strategies
 - i. Planning
 - ii. Prewriting
 - iii. Idea generating
 - iv. Idea organizing
 - v. Drafting
 - vi. Revision for content
 - vii. Revision for mechanics
- Rhetorical strategies
- Individualized grammar review
- More in-depth library skills:
 - i. Internet searching and evaluating internet sources
 - ii. Online databases
- Web-based learning (Web CT, Internet)
- Summary/response writing
- Argument (students may or may not write an arguing essay, but they do an argument-based assignment)
- Basic MLA
- Essay formatting
- Introduction to paraphrasing and documenting sources
- Emphasis on collaborative work.

4) Sample Syllabi

Below are general requirements for all FRCC Syllabi:

All faculty, full and part-time, will have a course syllabus available for distribution to students. This syllabus should be made available to students on the occasion of the first class meeting. Distance learning class syllabi will be available to students before the first class date.

A copy of each syllabus will be left on file with the appropriate department chair. The department chair will maintain copies of these syllabi for a period of not less than one year.

All FRCC syllabi will contain the following components:

1. Course name, prefix, number, section, and semester.
2. FRCC Catalogue Course description.
3. Course prerequisites and corequisites.
4. Meeting times and location including the days of the week, class times, room, and campus location.
5. Teacher's name, phone, email, FRCC homepage website address.
6. Office hours (times and location).
7. Textbooks (required and optional) and other required materials. For texts include a complete citation of title, author, publisher, and edition. Please note if texts are special edition. (ISBN recommended)
8. A list of the primary goal(s)/ objective(s) for the course as consistent with the curriculum content guide.
9. Course requirements (exams, quizzes, projects, papers, etc) and the contribution of each towards the final grade (percentage, points, etc.).
10. Grading scales and standards.
11. Tentative schedule.
12. For the date of each meeting or each week, specify: the subject matter/ topics to be covered (e.g., lectures, field trips, guest instructors, etc.), pre-class readings.
13. Graded assignment due dates (e.g., homework, quizzes, papers, projects).
14. Exam dates.
15. Important dates:
 - Last day to drop with refund
 - Last day to withdraw

- If your class is not the typical 15- week semester, be sure to list drop date and withdraw date that applies to your course.
16. This statement: "Students with disability are encouraged to contact the Office of Special Services to arrange for accommodations and support services."
17. Class policies and procedures regarding:
- Late work and make-up exams, etc.
 - Attendance, and if appropriate, class participation.
 - Academic honesty. Refer to the student code of conduct in the Student Handbook.
 - Any messages you deem important and appropriate to communicate with your students (i.e., food and drinks in class, sleeping in class, pagers, cell phones, decorum, etc.).
18. Include a note that the instructor reserves the right to modify the syllabus and calendar for the class.
19. Other information deemed appropriate by the instructor or the department.

The following pages contain examples of syllabi for ENG 090. Of course, variety can and will exist between instructors in terms of format and policy; these examples are intended as models for course design and course organization. We will continue to expand this section as instructors share their syllabi.

Mondays and Wednesdays, 1:00-2:15
B1501

Instructor: Stewart Erlich

Phone: 303-404-5374

E-mail: stewart.erlich@frontrange.edu

Office: C0113

Office Hours: Monday 12:00-1:00 and 3:00-4:00 PM

Wednesday 12:00-1:00 PM

Tuesdays and Thursdays 3:00-4:00 PM

Friday, by appointment

Required Materials: *Connections, 2nd ed.*

A two-pocket folder for turning in assignments

Two formatted discs

FRCC Course Catalog Description:

ENG 090 Basic Composition emphasizes critical thinking as students explore writing for specific purposes and audiences. Students develop skills required for college-level writing while reviewing paragraph structure and focusing on essay development.

The purpose of ENG 090 is to prepare you for college-level writing that you will encounter not only in English 121 and in your other courses, but also in your life outside of the academic sphere. Writing is something that all of us learn best from practice, so writing will be our emphasis; however, research shows that reading encourages good writing, so reading is another component. Grammar will also be taught, as it relates to your writing.

During the semester, you will write three formal essays (in addition to multiple shorter writing assignments) and gain an understanding of college-level writing expectations.

By the end of ENG 090, you will know:

The Writing Process:

- How to approach a writing assignment and decide on a writing strategy
- How to plan and pre-write using visual, auditory, and kinesthetic modes
- How to organize ideas into a coherent structure
- How to write a rough draft
- How to revise and edit

Paragraphs:

- How to write a focused topic sentence
- How to choose clear, relevant supporting details

Essays:

- How to write a focused, effective thesis
- How to develop a thesis through supporting paragraphs
- How to decide on word choice, tone, style, and structure to effectively communicate to an audience every time you write
- How to think critically about a variety of texts
- How to develop error-free writing

All of the above skills will be assessed through formal and informal writing assignments. Some of these assignments will be completed in class, while others will be completed at home. Quizzes will also be given, and will be announced ahead of time.

Grade Breakdown:

1) Attendance and Community	25 pts
2) Writing Assignments	
Journals (10)	10 pts
In-class informal writing	5 pts
Formal Essay 1 (Week 3-4)	10 pts
Formal Essay 2 (Week 5-7)	10 pts
Formal Essay 3 (Week 8-11)	20 pts
Formal Essay 4 (Week 12-15)	20 pts
<hr/> TOTAL	75 pts
<hr/> TOTAL	100 pts

I will use this standard scale for grading:

100-90 pts	A
89-80 pts	B
79-70 pts	C
69-60 pts	D
59 pts - below	F

Attendance and Community

Attendance:

This is a process-oriented course requiring a great deal of class participation and cooperation. Your attendance is very important. **YOU WILL NOT LEARN IF YOU**

ARE NOT HERE. I know that life can be unpredictable, though. Therefore, absences begin to affect your grade after the first two. Keep in mind, it is not my job to contact you and give you assignments when you miss class. It is your job to contact a classmate or me and find out what is due for the next class. Late assignments will lose a letter grade for every day (NOT class day) they are late, regardless of whether or not you are in class on the due date. Coming to class late or leaving early is not acceptable.

Community:

I am using the word “community,” rather than “participation,” because I believe there are many ways to participate in a class. I am aware that all of you have different learning styles and preferences. While some students might be quite comfortable talking in class regularly, others may not be as vocal. Being alert, engaging in class activities with a positive attitude, and supporting each other’s learning is equally important to the success of the class, and is just as valuable to me as talking. I encourage you to find your own way to be a part of the learning community in this class; on the other hand, I also encourage you to step out of your comfort zone and take some risks. Believe in what you have to offer this class- no one else has your experience.

Group work is a large component of this class as well. Your willingness and ability to work productively in groups, to teach and learn from each other, is critical to your success in this class. You will be held accountable for your contributions to group assignments.

Writing Assignments

Most important to your success in this class is your willingness to write. For the next 15 weeks, you are a writer, and above all else, writers write. Therefore, writing assignments will be the largest part of your grade.

This is a process-based class, which means you should engage in prewriting, organizing, researching, drafting, critical reading/responding, revising, editing, and proofreading for every essay. Each time you turn in an essay, include your prewriting, your outline(s), and your drafts demonstrating how you developed your ideas. When you turn in an essay, the final draft goes in the left-hand side of the folder, and all your process work goes in the right. Missing or weak process evidence may cause your essay to fail, no matter how good no matter how good the final essay.

All journals and formal writing assignments are due at the beginning of class on the day they are due *unless other arrangements are made with me ahead of time*. All out of class writing assignments, including journals, must be typed and double-spaced with a 12-point font and one-inch margins on all sides. If you do not have a computer at home, you may use one of the computer labs located here on campus with your student ID.

On a regular basis, you will be writing in class. Treat in-class writing assignments as an opportunity to take chances and explore your voice as a writer. While these assignments will still be turned in, I will not assess grammar and mechanics without giving you warning ahead of time. I will mainly be looking for your well-developed thoughts and ideas. In addition, treat these assignments as public. You will often be asked to share what you write in class with your classmates. If you do not wish to share something that

you have written, that will be respected, but it will be more useful to you and the class if you write about something that you are willing to share and discuss.

Plagiarism

Plagiarism is theft of someone else's words or ideas. It also includes having other people write your papers. Don't do it. If you are caught, you will fail the assignment and possibly the course. Other consequences are also likely. Please see the Front Range Community College Program Catalog for details.

Students with Special Needs

Students with special needs are encouraged to contact the Office of Special Services at 303-404-5302 to arrange for accommodations and support services. I also encourage you to meet with me during office hours to discuss any concerns that you have.

Writing and Academic Skills Center

The Writing and Academic Skills Center is a resource available to all students on campus. Tutors who can help you with any kind of writing problem are available at the WC, free of charge. In addition, the WC has a computer lab with software to assist you with many writing issues. We will be exploring the center as a class, but I also strongly encourage you to explore it on your own.

Office Hours

Instructors are required to hold office hours for their students. This is very boring when no students visit. I strongly encourage you to come to office hours if you have questions or are confused about anything. It is your responsibility to learn everything you can while you are in college. I will do my part if you take responsibility for your part.

Important Dates:

Jan. 18	Semester begins
Feb. 2	Last day to add or drop with a refund
	Last day to change Credit to Audit, or Audit to Credit
Mar. 21-27	Spring Break (No Classes)
Apr. 18	Last day to withdraw (no refund)
May 9	Semester ends

Course Syllabus—English 090 Spring Semester 2004

Ms. April Lewandowski, M.A.
Westminster Campus
ENG 090-010 T/TR 10:00-11:15 CO255

Email: April.Lewandowski@frontrange.edu

Office: CO111

Office Phone: 303-404-5383

Office Hours: MW 2:50-3:00 & T/TR 1:00-2:30 and by appointment

Writing & Academic Skills Center Hours: M 3:00-5:00pm and T/TR 9:00-

10:00

Mailbox: Located in the Faculty Service Center

Course Description

This course emphasizes critical thinking as students explore writing for specific purposes and audiences. Students develop skills required for college-level writing while reviewing paragraph structure and focusing on essay development. Essentially, the aim of this class is to give students enough guided practice that they become a more fluid and effective writers at the end of the course than they were at the beginning.

“Once one can write, one can write on many topics...Indeed, writing may be a chief survival skill.” --Howard Gardner

Course Objectives

This course will ask students to:

- Identify topic sentences and write clear topic sentences that provide structure for the paragraph
- Analyze the audience, pick a purpose for writing, select a suitable genre and mode, and carry out the assignment.
- Construct coherent, unified paragraphs with appropriate details & support
- Provide appropriate details and support within paragraphs
- Demonstrate understanding of the writing process—prewriting, drafting, responding to feedback, and editing--in journals, in- and out-of-class assignments, and portfolios
- Revise papers according to peer and instructor feedback
- Write short essays that have direction, unity, coherence, and support
- Give thoughtful feedback to others' writing
- Use editing skills to avoid most mechanical and grammatical errors

Textbook(s)

Boeck, Tammy and Megan C. Rainey. Connections: Writing, Reading, and Critical Thinking. New York: Longman, 2004.

Internet Access—many of your course assignments will only be accessible through WebCT, you will need access to the internet.

*Often you will also be asked to send emails and attachments. **Please save Word documents as a RICH TEXT FORMAT before sending them to me electronically.** If you have questions, please ask me or see someone in the Computer Lab on campus.

***Throughout the semester, expect to bring your paper in electronic form for others to review. Cover your back by bringing the item in two or more ways: disk + email + hard copy, etc.**

Sending emails: Please send papers as attachments. Also save papers with a title that indicates your name + assignment. And write assignment title in subject line.

Access to WEBCT: most of the course materials, assignments and such will be available online through WEBCT. Make sure you know how to navigate the system.

Grading Scale

A 93-100 B 84-92 C 75-83 D 66-74 F 0-65

Note that this grading scale differs slightly from the standard FRCC scale. Statewide policy concerning your grade in this class says that in order to register for ENG 121, you must receive a “C” or better in ENG 090.

Grading Policy

Assignments	Points Available
The Sun Story—Narrative Essay Mini-presentation	100 50
The Hero Essay—Organization	100
Analyzing Advertisements-essay Summary	100 50
Music Research	100
Arguing opinions about TV/Technology Presentation of either the advertisement, music, or TV/Tech	200
Conferences	100
Quizzes & Tests	200
Total Available Points	1000

Corresponding point values/grades

	5	20	25	50	100
A	5	20	25	50	100
A-		18.5	23.5	47	93
B+		18	22.5	46	90
B	4	17.5	21.5	44	88
B-		17	21	42	84
C+		16.5	20.5	40	82
C	3	16	19.5	38	79
C-		15.5	19	36	76
D	2	15	18.5	34	74

Note that for some assignments you receive points for completing the assignment, such as drafts. For others, like most papers, the assignment is scored against a set of criteria.

Course Attendance: Your attendance and class participation is essential. Attendance means that you are present for the class meeting. **Your grade will be lowered one letter grade for every three absences.**

On this note: I take roll at the beginning of class. If you come in late, it does not guarantee that I will count you present. Also, you must be prepared for class. I expect you to bring your books, do your reading, and bring copies of your drafts. Attendance is not just showing up but it is also showing up prepared. You may be asked to leave and be counted absent for the day if you are not prepared.

Late work: I expect all work to be turned in on time. This means that you must account for possible technology problems, anticipate a hectic schedule, etc. While I acknowledge that revision is a valuable part of the writing process, I have planned for time within the course for you to revise your papers *before* they receive a grade.

If you find that you cannot meet a deadline, please talk to me before you panic so that we can make a suitable arrangement. **Unless you have made an arrangement with me ahead of the due date, I will not accept late work and you will receive a zero for the assignment.** If you cannot make it to class the day an assignment is due, I expect to receive the assignment on time, either by hand delivery or email or in my mailbox in the West Service Center.

Make-up work: If you are absent on a day that a draft is due or a day that we take a quiz, meet for a conference, or complete in-class work for credit, you will not be allowed to make it up. Refer to the Late Work policy for bigger assignments.

Academic Honesty: The FRCC Catalog (p. 136) outlines the policy on plagiarism. When using information from books, magazines, journals, newspapers, or materials published on the internet, etc., students are expected to properly cite and document sources. Violation will result in failing the assignment or possibly the course.

Class Atmosphere: Everything you do should show respect to others, the instructor, and yourself. Disrespect of any kind will not be tolerated. All members of our class have the right to a respectful learning environment. Refer to FRCC Catalog (p. 135) for more detailed notes on the Student Code of Conduct and the Civility Clause.

Cell Phones/Pagers/Gameboys: Turn them off before class and keep them off.

Computer Classroom Conduct: The computers in the classroom may only be used for projects related to this class, not browsing, checking email, playing games, etc. Also, you may not bring food or drinks into this room, only water in a resealable container is allowed. Write your name and email on all your disks. If you leave your disk in the computer, check in the assistants in the Computer Commons.

Important Note: It is critical that you exchange phone numbers and email addresses with two other members of the class so that you can contact them to get daily assignments if you have missed class. Please do not ask me for missed assignments unless you need copies of the handouts we looked at in class or have questions.

Special Needs: Students with disabilities are encouraged to contact the Office of Special Services (B 1210, 303-404-5300) to arrange for accommodations and support services.

Special Dates

Last day to drop with refund—Feb. 2
 Holidays (no class)—Spring Break March 21-25
 Last day to withdraw “W” recorded (no refund)—April 18
 Last day of class—May 9

Weather-related Cancellations: Only FRCC can cancel classes due to weather. Cancellations will be announced via radio, TV, website. Please consult the FRCC catalog for more info.

Class Cancellations: will be posted on the door outside of our classroom.

**As the instructor, I reserve all rights
 to modify the syllabus
 and calendar for the class.**

**Know that the nature of this class will likely
 result in changes to the course schedule.**

Date	Activity	Homework
1/18 T	Syllabus, Q & A, etc.	Write a paragraph describing your most valuable learning experience. Type up paper.
1/20 TR	Turn in Diagonostic Essay. Begin The Sun narrative paper.	
1/25 T	Begin brainstorming & freewriting & drafting, talk about the writing process	Type draft of story to bring next class
1/27 TR	How to write narration & details	Work on draft
2/1 T	Bring full copy (disk) of draft for peer review	Revise and Edit draft Final Due next class
2/3 TR	Begin new project with Hero Essay and Reading skills	Do Freewriting on the topic
2/8 T	FINAL DRAFT of SUN Story due Bring freewriting on the hero, work on Essay Development	Make changes to draft
2/10 TR	Work on introductions and body paragraphs	Make changes to draft
2/15 T	Adding details & re-writing	Make changes to draft
2/17 TR	Guest Lecturer on Tips for Reading Out	Revise & Edit—Final due next class

		Loud; Bring in the ALMOST FINAL to edit	
2/22	T	Final Draft Due Exercises for Reading Presentations	Work on presentation
2/24	TR	Group workday on magazine	
3/1	T	PRESENTATIONS	
3/3	TR	Begin new topic—analyze ads	FULL DETAILS WILL BE GIVEN FOR NEXT PART OF ASSIGNMENT
3/8	T	No Class—I'll be at a conference	Keep working on assignment
3/10	TR	Discuss the Jib Fowles Article and bring copies of your ads	Work on Draft
3/15	T	Bring draft for Peer Review	
3/17	TR	Editing workshop	Finalize Paper for next class
3/22	T	NO CLASS—spring break	
3/24	TR	NO CLASS—spring break	
3/29	T	FINAL DUE of ad essay Introduction to new topic	
3/31	TR	Discussion of field research	Collect Field Research and write up notes
4/5	T	Bring notes; we'll work on writing up the essay in class	Revise to bring draft next class
4/7	TR	Bring draft for peer review	Edit and revise, final due next class
4/12	T	FINAL DUE of Music Project Begin new topic	Finish reading essay for homework
4/14	TR	Discussion of Essay	Draft full outline of your paper
4/19	T	Work in class on paper with a focus on citing outside work in your text.	Bring draft to conference
4/21	TR	CONFERENCES	Work on paper
4/26	T	CONFERENCES	Work on paper
4/28	TR	FINAL DUE Group Work Day	
5/3	T	Presentations	
5/5	TR	Grades/Discussion	

Please sign and return to class on the next class period

I, _____, have read the course syllabus for ENG 090
(Print name)

090 for the Spring 2005 term. I understand that by signing this contract I am agreeing to abide by all the rules and requirements described in this syllabus, **such as those concerning late work, attendance, plagiarism and class atmosphere**, and that my failure to comply can result in my failing this course.

Signed,

_____ on _____
(signature) (today's date)

5) Sample Lesson Plans

The following pages contain a few lesson plans for ENG 090. They are intended to provide examples of ways that an instructor might design lessons to address

some of the “learning outcomes” and “topics covered” for this course. We will continue to expand this section as instructors contribute their lesson ideas.

The lesson below is intended as a warm up to a unit about analyzing issues, asserting positions, and supporting these positions with reasons or evidence.

Introduction to Argument and Persuasion

Objectives:

- Students will analyze a problem, generate solutions, and evaluate these solutions for feasibility
- Students will assert a position and support it
- Students will write a position paper, creating a persuasive thesis and supporting it with reasons
- Students will practice working collectively to build community and team problem solving skills

Materials:

- Handout: “Worried in Westminster” (attached)
- Handout: Group Activity One (attached)
- Handout: Group Activity Two (attached)

Procedures:

Day One:

- (5 minutes) Hand out “Worried in Westminster” (attached), and read together.
 - (30 minutes) Students break into groups of three. Hand out Group Activity One (attached)
 - (15-20 minutes) Solicit reports from each group, and record solutions on the board.
 - (10-20 minutes) Ask groups to verbalize their reasons for the solutions they chose.
- (Allot flexible time for whole class discussion)

Day Two:

- Break class into same groups.
- (30 – 40 minutes) Hand out Group Activity Two. Students compose “position papers” explaining their position and detailing their reasons.
- (15 minutes) Have groups present their position papers.
- Hand out Persuasive Essay assignment and discuss.

Evaluation:

Evaluation will be based on the position papers groups create and the quality of the persuasive essays they write following this warm-up activity.

“Worried in Westminster”

Dear Answerline:

I am 19 years old. I live with my father and my 8 year old sister, Becky. I have never been away from my family for more than a few days. My father is 62 years old and in poor health. In fact, he has been sick for as long as I can remember.

I go to community college full time, and I also work full time to help with the bills. I spend most of my free time looking after my father and my sister. My dad gets disability checks every month, but the money doesn't seem to stretch that far. Even with the money I get from my job, we just barely get by.

I didn't discuss this with my father at the time, but earlier this year, I applied to some four year colleges. My grades have always been good, and I am happy to say that I was awarded scholarships to some of the school that I applied to.

One of the Schools that accepted me was my dream school, UCLA. I have always dreamed of living in California, and Los Angeles would be such an exciting place to live. UCLA also has a wonderful Chemistry program, and another dream of mine is to become a chemist.

When I heard the news that I was accepted to UCLA, I decided it was time to talk to my father. I knew that our conversation was not going to be easy, since he had no idea that I applied in the first place, and since leaving would mean abandoning my family.

My father's answer was simple. "Out of the Question," he said. "Who would take care of Becky and me?" I had no answer.

I realize that I have a responsibility to my family, but I also have a life of my own. I just don't know if I could live with myself if I left. But staying does not feel right either. What should I do?

"Worried in Westminster" Group Assignment- Day One

Please answer the following questions in your group.

Remember, in your group, each participant has a role:

- **One group member is the note taker**
- **One group member is the spokesperson/ reporter**
- **One group member is the facilitator/ time manager**

1. What are the problems that the author and the author's family face?
2. What are possible solutions? Write down a range of at least 5 possible ways that the author can deal with her problem – both good ways and bad ways.
3. Explain whether you think these possible solutions are good or bad and state why you feel that way.
4. After examining each these solutions, which one do you think the author should take?
5. What advantages are there for the author following your solution?
6. What disadvantages would be there?
7. What problems would she have if she chose an alternate solution?

“Worried in Westminster” Group Assignment- Day Two

1. In your groups, review the handout from last class. Review your notes together, and decide on a course of action for the young woman to take.

2. Then, as a group, write a position paper in the form of a letter to the woman and her family, explaining the decision that you came up with for them. Specifically:
 - a. Include a statement towards the beginning of the letter that states your decision clearly.
 - b. Describe the reasons for your decision in detail. Give each reason its own paragraph.
 - c. Write one paragraph explaining the potential disadvantages of this decision.
 - d. Finally, explain why, given the reasons you have laid out, your decision is still the best one for the woman and her family. Try to convince the woman and her family that they really need to follow your advice by thoroughly explaining the reasons for your decision.
3. Be prepared to share your letter with the class.

6) Sample Assignments

- a. Read a critical essay, and the write a summary/ response essay about it.
- b. Write a Persuasive Essay about the effects of television.

- c. Write an essay in which you offer an interpretation of a poem or the lyrics of a song.

On the next pages are two sample essay assignments in detail.

Sample Essay assignment one- page one

Persuasive Essay Assignment

DRAFT 1 DUE APRIL 4TH

Write a well organized persuasive essay arguing the following topic:

Do the positive aspects of television outweigh the negatives, or do the negative aspects of television outweigh the positives?

Guidelines:

6. You will **choose a position to argue (either for or against TV)**, and **that position must be stated in your thesis**.
7. Your essay will begin with an **introduction** that resembles one of the techniques we discuss in class: **Narrow-to-Broad, Broad-to-Narrow, or Contrast**.
8. Your introduction will end with a thesis that clearly states your **subject** and **attitude**, as well as the **3-4 specific points** you will make in your essay.
9. You will have **3-4 body paragraphs**. Each body paragraph will present **one of the points that you are making** to prove your thesis. These points will be **organized in the same order as they were listed in your thesis**. You will include substantial evidence to back up each of your reasons. **Each paragraph** will include evidence from **at least two** of the following:
 - a. Personal experience
 - b. One or more of the articles we have read about the effects of TV
 - c. The interview you have conducted
10. In addition, you will have **one body paragraph that presents the view that is opposite of the view you are arguing**. For instance, if you say that television has had a negative effect on our society, then this paragraph will explain a few of the reasons why some people would disagree with you. In this paragraph, you will **also explain why you believe that these people are incorrect**. In other words, **you will defend your own view**.
11. Your essay will conclude with a **conclusion** that resembles one of the techniques we discuss in class: **Summary, Recommendation, or Prediction**.

Sample Essay assignment one- page two

PERSUASIVE ESSAY SCORING RUBRIC:

The **FIRST DRAFT, DUE APRIL 4TH**, will be evaluated based on the following criteria:

- 2) **INTRODUCTION follows one of the following techniques:**
 - a. **Broad to Narrow**
 - b. **Narrow to Broad**
 - c. **Contrast**
- 3) **THESIS is the last sentence of your introduction. It includes the following:**
 - a. **It clearly states the SUBJECT and ATTITUDE of your essay (in this case the subject is “television,” and the attitude is what position or side you are taking about it).**
 - b. **The thesis includes the 3-4 main points that you will write about in your essay. These are your “reasons” for taking your position.**
- 4) **3-4 BODY PARAGRAPHS.**
 - a. **Each body paragraph will present one of the points or reasons that you are making to prove your thesis.**
 - b. **These points will be organized in the same order as they were listed in your thesis.**
 - c. **Each paragraph will include evidence from at least two of the following:**
 - 2) Personal experience
 - 3) One or more of the articles we have read by Winn, Anderson, Signorielli, and Springen
 - 4) The interviews you have conducted
- 5) **AFTER your 3-4 “reasons” body paragraphs, ONE BODY PARAGRAPH presents the view that is opposite of the view you are arguing, and says why you think that view is wrong.**
- 6) **CONCLUSION follows one of the following techniques:**
 - a. **Summary**
 - b. **Recommendation**
 - c. **Prediction**

DRAFT TWO (THE FINAL DRAFT), DUE APRIL 18th, WILL REFLECT ANY NECESSARY REVISIONS TO THE ABOVE, PLUS:

1. Appropriate **transitions** will be used both at the **beginning of paragraphs** and **within paragraphs** to create good flow.
2. This draft will be **fragment and run-on free**.
3. This draft will **paraphrase, quote, and cite outside sources** appropriately.

Close Reading Essay

Formal Essay Assignment

Introduction and Thesis Due April 25th

Draft One, worth 20 points, Due April 27th

Final Draft, worth 50 points, Due May 4th

Presentation, worth 20 points, begins May 4th

Write an essay about the song or poem you have chosen. State what you think the true meaning of the poem is, and then prove this statement by doing a close reading of the poem's language.

Draft One Guidelines:

1. The introduction should follow the **Broad to Narrow, Narrow to Broad**, or **Contrast** technique.
2. The **Thesis** will be the last sentence of your introduction. It will be the statement or claim you are making about the true meaning poem/song. What is the artistic statement the song or poem is trying to make?

For example, a thesis I might write for the Pearl Jam song "Even Flow," might be:

Pearl Jam's song, "Even Flow," portrays an unromantic but still very sympathetic view of what life is like for a man who mentally ill and homeless.

3. Each **body paragraph** will present a **close reading** of a small piece of the poem or song that you have studied in detail - what you think is a key line, phrase, or stanza in the poem or song that helps prove your thesis. Include your interpretations of the figurative language in these paragraphs.
 - a. Use your **Close Analysis Chart** to guide your focus in the body paragraphs.
 - b. Use **quotes** from the poem or song.
 - c. **Explain these quotes** with your own interpretations of their meanings.
 - d. **Be sure these quotes support the claim you are making** about the true meaning of the poem or song. In other words, be sure they **support your thesis**.
4. After these body paragraphs, **include one more body paragraph that explains why the songs is important to you**. What about the lyrics, the music, or the overall tone of the song speaks to you as a listener? In other words, **respond** to the song personally, saying why you like it.
5. Your essay should conclude with a **conclusion** that uses the summary, recommendation, or prediction technique.

Draft Two Guidelines:

Draft Two will reflect any changes you make to Draft One after receiving suggestions to peers and the instructor, plus:

1. This draft will be Run-On and Fragment free.
2. This draft will include appropriate transitions between ideas.

Presentation Guidelines:

1. **Your presentation should be about 10 minutes long, including the time it takes to play the song for the class.**
2. **When presenting, play the song or read the poem. A media player will be available for your use.**
3. **Explain to the class what your thesis is- in other words, describe to the class your interpretation of the true meaning of the song or poem.**
4. **Using visual aids of your choice- poster board, PowerPoint, drawings, collage, etc. explain the language of the poem or song to the class- in other words, share your close analysis. How did your analysis lead you to your interpretation of the poem or song.**
5. **Finally, explain why the poem or songs is meaningful for you.**

6) Recommended Texts

Please Note: Finding a text that addresses the learning outcomes we have set for this course is an ongoing process. Very often, what we have listed as “recommended texts” represent the texts that we are currently using. These texts may change as we seek out materials that best suit our objectives.

McWhorter, Kathleen. Seeing the Pattern. Boston: Bedford St. Martin, 2006.
ISBN: 0-312-41902-3

v. ENG Assessment and Evaluation of Student Progress

1. General Principles for Assessment and Evaluation

2. ENG assessment
 - a. Guidelines
 - b. Sample Assessments
 - c. Graded Essay Models
 1. ENG 030
 2. ENG 060
 3. ENG 090

1. General Principles for Assessment and Evaluation

Just as our philosophy asks us to vary the modalities in which we deliver instruction, those modalities are also considered when designing assessments for the course. A developmental population demands both traditional and alternative forms of assessment. This is not to say that students in ENG courses are not evaluated on their essay writing skills, or that students in MAT courses are not evaluated on problem-solving, but that alternative assessments are also used to assess students in a variety of contexts and allow students with varied learning styles to demonstrate their knowledge of the subject.

In addition to addressing diversity of learning styles in instructor-driven assessment, we incorporate student self-assessment throughout our courses. We encourage students to be active self-monitors of their learning through the use of skill checklists, reflection writing prompts that ask students to address their own progress, experimentation with processes, and opportunities to provide feedback to the instructor.

Across the developmental sequence, we strive to make the grading process as transparent to students as possible, so that students know before they begin an assignment what the distinct criteria for success on that assignment are. Because we meet students where they are, we are careful that our grading criteria reflects only what we have introduced and covered explicitly in class, knowing that the criteria can become more complex as a semester progresses. These things seem obvious, but because, as instructors, our frames of reference and schema are so much deeper than those of our students, it is easy to inadvertently assess based on our idea of what students should just know rather than on what we have explicitly taught them. It is therefore important to be mindful of sequence in assessment, just as we are mindful of sequence in delivery. Likewise, we should also remember that disciplines and skills, though taught separately in the sequence, are not so discrete in real life. For example, a summary assignment simultaneously tests reading and writing skills, and a word problem simultaneously tests both reading and math skills. It can be challenging to identify what skill is interfering with student success in these cases.

Grading for developmental courses at FRCC are criterion-referenced, meaning that it is possible for every student in our class to receive excellent grades if they master the course goals. Students should receive feedback as quickly as possible and should receive a full course grade at least three times a semester.

2. ENG Assessment

a. Guidelines

Traditional Assessments

1. Essays

- Both in-class and out-of-class essays are valuable assessments. Out of class essays offer students the opportunity to write in a comfortable environment, work at their own pace, and practice time-management and self monitoring skills. In-class essays offer students an opportunity to practice writing in timed situations, and offer instructors a chance to observe students' writing processes in action.
- Consistent grading rubrics are used when assessing essays. They are most effective when distributed at the time the assignment is given.
- Grading rubrics are as specific as possible, and also include only information explicitly covered in the course. As a reference, we have included a rubric for creating rubrics below:

Aunt Olive's "Show-Me" Mother of All Rubric on Rubrics by Ned Miller

Criteria	4	3	2	1
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Useful	Assessment is useful and convenient to the learner from the beginning of the discussion about the task, and it concentrates all student energy on what is important to accomplish.	Learners can understand the assessment and begin to use it before the task has begun. It focuses their energy on what it is important to accomplish.	Assessment is available to learners at some point before the task is completed. Students can use it to get an idea of what is important to accomplish.	Assessment not available to learner or learner cannot interpret or understand it.
Self-Assess	Learners required to self-assess and are required to reflect and concentrate on quality of work.	Learners encouraged to self assess and reflect on quality of work.	Learners are invited to self-assess, but may not reflect on quality.	There is no reason to self-assess or focus on quality.
Descriptors	Has explicit descriptors which allow the teacher to distinctly discriminate within a range of quality. (4 or 6 are ideal so no "middle" exists.)	Has specific descriptors which allow the teacher to discriminate a range of quality, which is limited to few enough, so that discrimination is distinct (usually 3-7 levels).	Has descriptors which help teacher measure specific items, but there may be too many items.	No understandable descriptors.
Key Elements	Measures only vital elements which are critical to the task. No items of low consequence.	Measures key elements which are essential to the task. Few items of low consequence.	Meaningful items assessed, but may be of limited significance.	Inappropriate items are assessed (due to ease of grading?).
Valid	An explicit set of objectives is measured. Understanding is a prerequisite to scoring well. Students cannot score well or poorly due to factors unrelated to objectives.	A distinct set of objectives is measured. Students must understand the concepts to score well and will score well if they understand.	Vague objectives may be present. Students who understand objectives tend to score higher.	Students are uncertain as to what is expected. Assessment does not measure what it says it measures.
Reliable*	Different teachers grading the same task will get the same results.	Different teachers grading the same task will get highly similar results.	Teachers are guided to similar results.	There is no consistency of results.

*(Even the best assessments may need "calibration" where teachers can grade together and learn to produce a consistent product.)

<http://arc.missouri.edu/pa/olive.html>

- Grammar assessment is focused, individualized whenever possible, and specific. Try choosing three grammar issues (for whole class or individual students) for students to focus on in one essay, and only evaluate students' grammar based on those issues. If you do choose to grade overall grammar, your comments should

indicate three specific areas of weakness for each student (e.g., run-on sentences, subject-verb agreement, verb tense switching) so that they can focus their learning efforts in the most efficient way, and not be overwhelmed by the idea of attending to too many issues at once.

2. Quizzes and Tests

- Quizzes and Tests focus on student meta-knowledge or self reflection.
- Students should know exactly what the test will cover in time to adequately prepare.

Alternative Assessments

- Alternative Assessments allow students to demonstrate knowledge of course topics using learning modalities other than visual. This requires creativity, but some examples are:
 - Students create posters as part of their prewriting for an essay assignment (see Sample Assessment section). The posters can be presented or viewed and critiqued by the class.
 - Students give an oral presentation in conjunction with an essay assignment
 - Students build models or complete processes described in a reading associated with an essay topic.
- Grades and weight are assigned to alternative assessments, and as with essays, clear rubrics should be provided.
- Alternative assessments and tasks involving multiple learning styles are incorporated in to the regular routine of the course, and are integrated parts of the reading and writing process.

Self – Assessment

- Student self-assessment is ongoing and consistent throughout the semester.
- Self-assessment can take many forms: written reflection both in the form of journals and full essays (see Sample Assessment Section), think-alouds with partners or groups, description of effective processes, articulation of difficulties, and intention statements (“For our next writing assignment, I intend to add more detail and description.”)

b. Sample Assessments

The following pages consist of sample ENG assessments.

Sample Essay Rubric

Contributed by: Stewart Erlich, Westminster Developmental English Faculty

Sample Alternative Assessment

Contributed by: Claire Boyles, Larimer Developmental English Faculty

Sample Self-Assessment for Writing

Contributed by: Stewart Erlich, Westminster Developmental English Faculty

PERSUASIVE ESSAY- DRAFT ONE- WORTH 40 POINTS- DUE 11/7/05

Name:

Date Received:

INTRODUCTION

(5 PTS)	It follows one of the following techniques: Broad to Narrow Narrow to Broad Contrast	YES	NEEDS REVISION	NO
----------------	---	------------	-----------------------	-----------

THESIS

(1 PT)	It is the last sentence of your introduction	YES	NEEDS REVISION	NO
---------------	---	------------	-----------------------	-----------

(2 PTS)	It is a statement that explains the SUBJECT and ATTITUDE of your essay.	YES	NEEDS REVISION	NO
----------------	--	------------	-----------------------	-----------

(2 PT)	It includes the 3-4 main points of your essay.	YES	NEEDS REVISION	NO
---------------	---	------------	-----------------------	-----------

BODY PARARGRAPHS

(6 PTS)	Each body paragraph presents one of the points or reasons that proves the thesis	YES	NEEDS REVISION	NO
----------------	---	------------	-----------------------	-----------

(4 PTS)	These points are organized in the same order as they were listed in the thesis.	YES	NEEDS REVISION	NO
----------------	--	------------	-----------------------	-----------

(10 PTS)	Each reason/ paragraph has 2 kinds of support/evidence	YES	NEEDS REVISION	NO
-----------------	---	------------	-----------------------	-----------

OPPOSING VIEW

(5 PTS)	After the 3-4 reasons, one body paragraph presents the view that is opposite of the view being argued, and says why that view is wrong.	YES	NEEDS REVISION	NO
----------------	--	------------	-----------------------	-----------

CONCLUSION

(5 PTS)	It follows one of the following techniques: Summary Recommendation Prediction	YES	NEEDS REVISION	NO
----------------	--	------------	-----------------------	-----------

COMMENTS**Sample Alternative Assessment**

Poster Assignment (adapted from “This I Believe” Curriculum,
www.npr.org/thisibelieve)

Use one of the statements from the “What Do You Think” exercise we completed in class or the belief that you will use as the topic of your This I Believe essay, and think of as many stories, images and words that will help you communicate that belief as you can. Create a large poster that will help other people understand what this belief means through your eyes.

Your poster **MUST** include the following, but you can add whatever else helps you get your point across.

- Synonyms (words or phrases that mean the same thing as the belief statement) OR words/phrases closely associated with that topic. (10 points)
- Pictures/images of this belief in action—narrative or metaphoric (symbolic) (20 points)
- Stories that show what the belief means (at least one illustrative story that you may use to support your essay) (10 points)
- A statement of what your belief is and what it means to you (10 points)

Gallery Walk:

Prop your poster over your computer screen so that it is easily viewed. Take one sheet of paper, write your name and your thesis on the top, and place it next to your poster so that people can write on it. When the “gallery walk” begins, move to the poster on your right, look at it, and write your name, one thing you liked and any questions you have on the corresponding piece of paper. Move to the next poster, and repeat the steps. View and critique as many posters as you can in the 20 minutes you have available, remembering to be as constructive as possible.

Self Assessment Final Essay

For this essay, you can stick closely to the format below. Consider it a reflection paper, one in which your honesty and genuineness will be rewarded. Consider the paper to have

3 parts: **the YOU before, the YOU during, and the YOU after.** Treat the first part as an **introduction**, the second part as the **body** (this should be multiple paragraphs), and the third part as the **conclusion**.

Remember to pay attention to the kinds of issues we have been looking at all semester: use transitions, and avoid run-ons and fragments.

This essay is worth 10 percent of your final grade, so be thorough. This is a one-draft paper, but we will spend time in class editing and proofreading.

Introduction (5 pts): The YOU before:

- Define your concept of “good writing.” You may use the definition we came with in class, or you may use a new one that you like better. Be sure this concept is not limited to “grammatically correct” writing, since good writing is much more than just “correct.”
- Then, describe yourself as a writer before coming to this class. Did you write often? What did you do well? What did you want to improve? You must do this in writing, but if you want to be creative, you may include visuals such as drawings, pictures from magazines, or other creative supplements to really depict a clear image of you as a writer.

Body (10 Pts): The YOU during:

Examine all of your essays and journals. For the body paragraphs, respond to the following in paragraph form.

- Which one was easiest to do? Which came to you the quickest?
- Which one was hardest to do? Which took forever to get through?
- Looking back at the quality of the final products of the above work, was your easiest one your best one, your worst one, or somewhere in the middle?
- Was the hardest one your best one, your worst one, or somewhere in the middle?
- What was the most enjoyable assignment you did, and why was it most enjoyable?
- What was the least enjoyable assignment you did, and why was it least enjoyable?
- Choose one essay or journal that you think best exhibits the qualities of “good writing” that you defined in the introduction, and explain why it is the best.
- What were 2 or three things you learned about writing that you did not know before?
- Count the number of run-ons and fragments in your first essay, and count the number of run-ons and fragments in your last essay. Did the number of **run-ons** go up, stay the same, or go down?
- Did the number of **fragments** go up, stay the same, or go down?
- Where have you improved in the mechanics or writing?

Conclusion (5 pts): The YOU after:

- Describe yourself as a writer now. How will your writing be different in your classes next year? Again, You must do this in writing, but if you would like to be creative, you may include visuals such as drawings, pictures from magazines, or other creative supplements to really depict a clear image of you as a writer.
- How do you hope your writing improves over the next several semesters?
- If you were to grade yourself on your performance and growth in this class, what grade would you give yourself?

Developmental Reading

Embedded Strategies for all FRCC Reading Courses:

- Use speaking and discussion as a way to activate schema for reading.
- Give students opportunities to present, read, and write about their own areas of expertise or interest, perhaps about a discourse community or genre with which they are familiar. Through this experience, students are granted an opportunity to see how, for example, language is used differently in the academic world than it is in one of their more

familiar communities. This also gives instructors an opportunity to acknowledge and validate our students' funds of knowledge while positing the idea that students can become well versed in the "languages" spoken in many communities. Like a former student said, "It's like playing more than one instrument."

- Accompany assignments with clear and explicit instructions about what successful students do to complete like assignments, including annotation, vocabulary acquisition, using self-monitoring checklists, etc. Even more specifically, designing well defined assignment sheets or clear rubrics is also essential. Rather than giving oral instructions, creating explicit directions in the form of something students can refer back to is most effective. In addition, developmental instructors should stress the use of models – model papers, model presentations, model reading strategies, model effective discussion techniques, etc.
- Use a variety of learning modalities for classroom practice.
- Incorporate regular practice with reflection and metacognition strategies
- Emphasize collaborative learning. Design the class so that students are commonly speaking to each other, both in whole group discussion and in groups, with clear instructions about how to conduct productive group work. For instance, if small groups are employed, each group member has a role: one is "note-taker," one is "presenter," one is facilitator," etc. In addition, groups might often be asked to lead discussions or teach the rest of the class about a specific concept.
- Deconstruct the classroom setting- reveal the hidden structure of classrooms.

Specifically:

i. Explicit direction about and language for effective peer-to-peer classroom communication: directing ideas to each other instead of just to the instructor, reflective speaking and listening skills, making connections to what peers say (When you said this, it made me think of this...").

ii. Explicit direction about effective student-to-instructor communication: what to do if you are concerned about your grade or if you get confused, how to appropriately self advocate, how to utilize office hours.

- Assist students with getting involved in campus activities, contribute to literary magazines, join clubs, form study groups, etc. Because these students are often rather tenuously linked to the school environment, instructors should make every effort to regularly "invite" students to be more participatory and more connected to school.
- Design individual plans for skills improvement, which may include using extensive reading and/or leveled readers in conjunction with reading journals, and hold students accountable for completing a set number of hours of this "independent study" in conjunction with their class work.

Course-by-Course Breakdown

The following pages contain a course by course breakdown of learning outcomes, topics covered, sample syllabi, lessons, and assignments, and recommended texts for the REA course sequence.

Reading 030: Basic Reading Skills

Reading 030 **Basic Reading Skills**

1) State Curriculum: Focuses on strategies for word attack, vocabulary development, stages of reading and basic reading comprehension.

CCCNS Course Competencies

ComboID	REA 030 <input type="button" value="Locate Combo-ID"/>
CourseTitle	Basic Reading Skills
MinCredit	2
MaxCredit	2
CourseDescription	<p>Focuses on strategies for word attack, vocabulary development, stages of</p>
Prerequisites and Co-requisites will be determined by each individual institution.	
StandardCompetencies	
Competencies View:	
<ul style="list-style-type: none">I. Improve decoding and pronunciation skills<ul style="list-style-type: none">A. Recognize and apply consonant sound/symbol associationsB. Recognize and apply vowel sound/symbol associationsC. Apply common syllabication rules to decode longer words.II. Demonstrate improvement in basic vocabulary skills<ul style="list-style-type: none">A. Analyze words using prefix, suffix, roots and compoundsB. Develop a process to determine word meaning from contextC. Locate and interpret information in the dictionaryIII. Improve basic comprehension skills<ul style="list-style-type: none">A. Understand and apply the difference between general and specific ideasB. State general topic of a paragraphC. Recognize stated main ideaD. Recognize supporting detailsE. Comprehend relationships of ideasF. Develop study reading skillsIV. Demonstrate the importance of reading as a process<ul style="list-style-type: none">A. Preview material to make predictions and see what it suggestsB. Utilize background knowledge and experienceC. Read actively to confirm predictionsD. Summarize and paraphrase information orally and in writing	
TopicalOutline	

Outline View:

- I. Decoding Strategies
 - A. Phonics-consonants
 - B. Phonics-vowels
 - C. Phonics-syllables
- II. Vocabulary Development
 - A. Word parts
 - B. Words in context
 - C. Dictionary use
- III. Comprehension
 - A. General and specific ideas
 - B. Topics
 - C. Main ideas
 - D. Relationships of ideas
 - E. Supporting details
- IV. Stages of reading
 - A. Preview
 - B. Integrate knowledge
 - C. Recall

2) Learning Outcomes

Reading Process

- Effectively uses a decoding system to read and understand class material under study; may use assistive technology or other method for decoding words in text (From Landmark)
- Explicitly learns and effectively uses strategies to understand and acquire vocabulary both implicitly and explicitly.

- Explicitly learns and effectively uses active reading strategies to read and understand class material under study:
 - Activates schema through pre-reading and asking questions
 - Defines unfamiliar vocabulary to comprehend text
 - Uses micro-processing strategies such as sentence paraphrasing and paragraph-level processing to recode main ideas of sentences and paragraphs. (Adapted from Landmark College)
 - Develops an understanding of themes and concepts within the text. (Adapted from Landmark College)
 - Identifies key evidence in a text. (Adapted from Landmark College)
 - Applies inference and prediction as explicit skills. (Adapted from Landmark College)
 - Accesses social knowledge as one means of solving comprehension difficulties; add awareness of social experience to the problem-solving mix of resources. (Adapted from Landmark College)
 - Identifies the author's purpose and the perspective, orientation or point of view from which the author is writing. (Adapted from Landmark College)
 - Uses margin notation to note and retain salient information, including highlighting, margin-noting and chunking (Adapted from Landmark)
- Understands strategies that good readers employ, and effectively and independently employs self-monitoring and self-assessment approaches to monitor comprehension.

Academic Reading

- Students will keep a record of vocabulary acquisition
- Students will write and discuss to activate schema
- Students will conduct at least two oral presentations
- Students will begin to use writing as a tool for processing and reflecting on texts.
- Students will record success with various reading strategies employed, progress with texts, and success of strategy application through explicit self-monitoring and self-reflection.

Classroom Participation

- Students will experience and practice academic language discourse
- Students will demonstrate effective oral communication skills

Executive Function

- Students will demonstrate knowledge of the college environment, including campus resources, library, academic advising and counseling, tutoring services, and writing and math help centers

3) Topics Covered

- Explicit practice of academic vocabulary acquisition strategies.
- Explicit instruction in paragraph and sentence structure as necessary for text comprehension
- Explicit instruction in and practice of reading/ responding strategies (SQ4R, etc.)
- Explicit integration of individual needs/differentiation through student self-monitoring and self-assessment.
Explicit discussion of language communities (home vs. school, etc)
- Explicit instruction in/ introduction to the Academic Language Community

- Explicit introduction to college resources, including library, academic advising and counseling, tutoring services, and writing and math help centers.

4) Sample Syllabi and Guidelines

Below are general requirements for all FRCC Syllabi:

All faculty, full and part-time, will have a course syllabus available for distribution to students. This syllabus should be made available to students on the occasion of the first class meeting. Distance learning class syllabi will be available to students before the first class date.

A copy of each syllabus will be left on file with the appropriate department chair. The department chair will maintain copies of these syllabi for a period of not less than one year.

All FRCC syllabi will contain the following components:

1. Course name, prefix, number, section, and semester.
2. FRCC Catalogue Course description.
3. Course prerequisites and corequisites.
4. Meeting times and location including the days of the week, class times, room, and campus location.
5. Teacher's name, phone, email, FRCC homepage website address.
6. Office hours (times and location).
7. Textbooks (required and optional) and other required materials. For texts include a complete citation of title, author, publisher, and edition. Please note if texts are special edition. (ISBN recommended)
8. A list of the primary goal(s)/ objective(s) for the course as consistent with the curriculum content guide.
9. Course requirements (exams, quizzes, projects, papers, etc) and the contribution of each towards the final grade (percentage, points, etc.).
10. Grading scales and standards.
11. Tentative schedule.
12. For the date of each meeting or each week, specify: the subject matter/ topics to be covered (e.g., lectures, field trips, guest instructors, etc.), pre-class readings.
13. Graded assignment due dates (e.g., homework, quizzes, papers, projects).
14. Exam dates.
15. Important dates:
 - Last day to drop with refund
 - Last day to withdraw
 - If your class is not the typical 15- week semester, be sure to list drop date and withdraw date that applies to your course.

16. This statement: "Students with disability are encouraged to contact the Office of Special Services to arrange for accommodations and support services."
17. Class policies and procedures regarding:
 - Late work and make-up exams, etc.
 - Attendance, and if appropriate, class participation.
 - Academic honesty. Refer to the student code of conduct in the Student Handbook.
 - Any messages you deem important and appropriate to communicate with your students (i.e., food and drinks in class, sleeping in class, pagers, cell phones, decorum, etc.).
18. Include a note that the instructor reserves the right to modify the syllabus and calendar for the class.
19. Other information deemed appropriate by the instructor or the department.

The following pages contain examples of syllabi for REA 030. Of course, variety can and will exist between instructors in terms of format and policy; these examples are intended as models for course design and course organization. We will continue to expand this section as instructors share their syllabi.

**FRONT RANGE COMMUNITY COLLEGE – Westminster Campus
Spring 2005 Syllabus
REA 030-002 – Basic Reading Skills**

Class Time: 10:00 – 11:15am Tues/Thurs

Instructor: Jeanne Handwerk

Location: C1515

Office: C0950

Hours: 11:30-12:30 Mondays & 1:00-3:00 Tuesdays

Email Address jlaugustine1@juno.com
Phone: 720-350-1156 (Cell/Voicemail – leave msg)
website: www.frontrange.edu

Course Description:

This course focuses on strategies for word attack, vocabulary development, stages of reading and basic reading comprehension. 30 Contact Hours/2 Credit Hours.

Prerequisite: Appropriate assessment scores.

During this 10- week course, students improve decoding and pronunciation skills, demonstrate improvement in basic vocabulary skills, improve basic comprehension skills, and demonstrate the importance of reading as a process.

Textbooks and Materials Needed:

Reading Strategies for Today's College Student by Atkinson and Longman
Dictionary
Three-ring Binder with loose leaf paper

Attendance/Classroom Behavior:

Because this course relies heavily on in-class reading and writing, small and large group discussions, and participation in these groups, your attendance is critical to how well you learn the content of this course. Since attendance is important to your success in this course, **you will lose 5 points from your**

Attendance/Participation grade each time you are absent from class. Missing more than 4 days in the semester may result in failing the class.

You are responsible for all homework whether you have been in class or not.

You do not need to notify me if you are going to be absent. However, you are still responsible for turning in assigned work before the class begins on the day you will be absent. You can email the assignment to me, place it in my folder in the Learning Development Center or Faculty Support Center; or send the homework assignment to class with someone else. Because life is uncertain, I will approve one late assignment for the class; **after that I will not accept additional late assignments. No tests or quizzes may be made up without prior arrangement.**

Each week I will give you the schedule of class work and homework for the following week. It is important that you get phone numbers from one or two classmate so you can call them to get assignments if you have missed class.

Please arrive on time, and turn off all beepers and cell phones before entering the classroom. Late arrivals cause distractions, and directions will not be repeated. Continual late arrivals will result in a lowered class grade. Four late arrivals equal one absence.

Students are expected to assist in maintaining a classroom environment that is conducive to learning, and respectful of the instructor and fellow students. Inappropriate behavior (which is decided at my discretion) in the classroom shall result in a request to leave class. Also, cheating of any kind will not be tolerated.

Please keep lines of communication open – I want you to succeed!

Course Requirements and Grading Criteria:

Grades for this course are figured on a point system in the following categories:

- Attendance and Participation
- Textbook Lessons and Worksheets
- LDC Lab Assignments
- Quizzes
- Book Report
- Written Assignments

Points then translate to the following Grading Scale:

A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – Below 60%

Learning Development Center:

I strongly suggest using the LDC as a study area where you can receive assistance from LDC staff if needed. Study Groups are also a great way to get to know your fellow classmates. Fifteen (15) hours spent in the LDC working on Reading 030 (either assignments or Reading Series sheet in the Lab) can increase your final grade as much as a full letter grade.

Statement of Disability Accommodations:

Students with disability are encouraged to contact the Office of Special Services to arrange for accommodations and support services. (Joanna Bennett – 303-404-5302)

Important Dates:

Last day to drop class with
refund.....**January 27th**
Last day to withdraw ("W" recorded), no
refund.....**March 14th**
(If you stop attending class and do not formally withdraw, an "F" is recorded)
Spring Break.....**March**
21st – 27th
Last day of **this**
class.....**March 31st**

Course Outline and Tentative Schedule

(Instructor reserves the right to modify the following calendar)

Week 1: 1/18 & 1/20
Tues – Nelson-Denny Test
Thurs – Introductions, review syllabus

Week 2: 1/25 & 1/27

- Tues – Lesson 1 – Identifying Problems and Solutions
- Thurs – Library – find a book to read
"Reading/Main Idea" assignment due

Week 3: 2/1 & 2/3

- Tues – Lesson 2 – Making predictions
- Thurs – Book Report Question #1 due
Locating the Answer Worksheet due

Week 4: 2/8 & 2/10

- Tues – Lesson 3 – Summarizing Nonfiction
Quiz on Lessons 1 – 3 and Locating Answers
- Thurs – Student/Instructor Conferences

Week 5: 2/15 & 2/17

- Tues – Getting the Main Idea Worksheet due
Book Report Question #2 due
- Thurs – "Reading/What Did you Learn?" assignment due
Lesson 4 – Reading an Autobiographical Sketch

Week 6: 2/22 & 2/24

- Tues – Synonym/Antonym Vocabulary Worksheet due
- Thurs – Autobiographical Sketches due
Lesson 8 – Reading a Biography

Week 7: 3/1 & 3/3

- Tues – Lesson 9 – Outlining Main Ideas & Supporting Details
Quiz on Lessons 4, 8 and 9 and Getting the Main Idea
- Thurs – Book Report Question #3 due
Drawing Conclusions Worksheet due

Week 8: 3/8 & 3/10

- Tues – Lesson 13 – Following Steps in a Process
"How to" assignment due
- Thurs – Book Report Question #4 due

Week 9: 3/15 & 3/17

- Tues – "Reading/Drawing a Conclusion" assignment due
Drawing Conclusions, Reading Critically, and Vocabulary Test
- Thurs – Book Reports due

Spring Break – 3/21 – 3/27

Week 10: 3/29 & 3/31

- Tues – Reading Series Sheet due
- Thurs – Quiz on Students' Words of the Week
Celebrate last day of class

5) Sample Lesson Plans

The following pages contain a few lesson plans for REA 030. They are intended to provide examples of ways that an instructor might design lessons to address some of the "learning outcomes" and "topics covered" for this course. We will continue to expand this section as instructors contribute their lesson ideas.

Introduction to Group Roles (030, 060, 090)

Contributed by: Claire Boyles, Larimer Developmental English Faculty

Objectives:

- To introduce students to in-class group work system
- To familiarize students with group roles and responsibilities
- To give students and opportunity to practice roles
- To help build classroom community with an “ice-breaker” activity.
- To give an opportunity for public speaking practice in a low pressure situation.

Materials:

- Pre-constructed discussion questions to post at each station
- Student handouts: 1. role descriptions 2. information organizer

Process:

1. Discuss the philosophy behind assigning group roles with students. Review roles listed on sheets and allow for any questions.
2. Randomly assign students into three person groups. Ask the students what should happen when a three person group encounters four roles, and make the consensus the course policy. Also, point out that in this exercise, everyone will always perform the duties of the recorder/reporter. Allow this to open a discussion about system flexibility.
3. Students will move from station to station. At each station, each student will have three minutes to give the requested information to the other members of the group. Other members will take notes on the provided organizer.
4. Students will each take a group role at the first station. At the next station, the students should switch roles, so that each student will practice each role once.
5. With the remaining class time, students will present the most interesting information given by one of their group members to the class.

Modifications:

1. Instead of an ice-breaker activity, students could use this exercise to practice responding to or analyzing a class reading in groups.

Group role descriptions

Timekeeper:

This member is responsible for making sure the group accomplishes all assigned tasks in the time allowed. The timekeeper should give the group warnings when time is short and work with the facilitator to make sure the group moves along when necessary.

Recorder:

This member is responsible for accurate note taking of group discussions/answers. These notes should be taken in a format that can be understood or copied for other group members, if necessary. It is important for the recorder to record the discussion accurately, without letting their own opinion dominate the report.

Facilitator:

This member is responsible for keeping one student from dominating the discussion, making sure all members are participating, and keeping the discussion moving in a way that will allow for all assigned tasks to be completed in the time allowed.

Reporter:

This member will report the main points/answers of the discussion to the whole class, if necessary. The reporter should take care to speak clearly. It is important for the reporter

to present the discussion accurately, without letting their own opinion dominate the report.

Questions:

Station 1:

Discuss your motivation for attending college. What has led you here? What are your goals for this class? Goals for the future? Be as detailed and specific as possible.

Station 2:

Describe any obstacles you may have overcome to get to college, and any potential roadblocks you think you may encounter. At this time, what support networks are present in your life that can help you be successful?

Station 3:

Give any information you would like about your out-of-school life that will help your classmates get to know you. Don't feel pressured to give overly personal information. You could discuss family, work, hobbies, etc.

Information Organizer

Station One

Question?

Member's name:

Member's story:

Member's name:

Member's story:

Station Two
Question?

Member's name:
Member's story:

Member's name:
Member's story:

Station Three:
Question?

Member's name:
Member's story:

Member's name:

Member's story:

6) Sample Assignments

- Students apply the SQ4R reading technique to a course text, then post to an online discussion board regarding the ease or difficulty of using this technique.
- Students complete a dialectical journal about a course text, then discuss questions, connections, comments, etc. in groups.
- Students identify main ideas of each paragraph of a text, then use post-it notes to sort those ideas according to what should be left in and what should be left out of a one-paragraph summary.

7) Recommended Texts

Please Note: Finding a text that addresses the learning outcomes we have set for this course is an ongoing process. Very often, what we have listed as “recommended texts” represent the texts that we are currently using. These texts may change as we seek out materials that best suit our objectives.

Atkinson, Rhonda, and Debbie Longman. Reading Strategies for Today’s College Student. Boston: Thompson Wadsworth, 2006. ISBN: 0-8384-5710-X

Reading 060: Foundations of Reading

Reading 060 **Foundations of Reading**

1) State Curriculum: Focuses on strategies for vocabulary development, improved reading comprehension, and enrichment.

CCCNS Course Competencies

ComboID	REA 060	Locate Combo-ID
CourseTitle	Foundations of Reading	
MinCredit	3	
MaxCredit	3	
CourseDescription	<p>Focuses on strategies for vocabulary development, improved reading comp</p>	
Prerequisites and Co-requisites will be determined by each individual institution.		
StandardCompetencies		
<p>Competencies View:</p> <ul style="list-style-type: none"> I. Transferable Competencies Key <ul style="list-style-type: none"> A. Think creatively and critically B. Allocate resources C. Communicate effectively D. Function as a part of a team E. Acquire and evaluate data F. Understand systems G. Choose and apply appropriate technology II. Create a system to develop personal and reading vocabulary (1,2,3,5,6,7) <ul style="list-style-type: none"> A. Infer meaning of words using context clues B. Analyze words using prefixes, suffixes, roots, and compounds C. Consult the dictionary and thesaurus to determine pronunciation, syllabication, parts of speech, exact meanings and synonyms III. Improve comprehension skills (1,2,3,5,6,7) <ul style="list-style-type: none"> A. Use concept mapping, outlining, textbook marking and/or annotations to show the main idea and details in paragraphs and longer selections B. Analyze paragraph structure to determine major and minor details C. Discuss inferences drawn through the analysis of cartoons, advertisements, or articles to determine the author's purpose, tone, and the main idea IV. <ul style="list-style-type: none"> A. Locate signal words in selections to identify the pattern the author is using to get his/her point across B. Identify examples of the organizational patterns of explanation, examples, comparison/contrast, cause/effect, definition, and enumeration in a variety of reading materials C. Interpret graphs, charts, tables and maps 		

- D. Critically analyze controversial writing in personal and academic reading to locate fact/opinion and argument, then synthesize information through annotation, paraphrasing, summarizing, and/or communicating effectively
- V. Transfer skills to a variety of readings encountered by college students (1,2,3,5,6,7)
 - A. Apply learned skills to fictional reading of short stories and novels
 - B. Apply learned skills to non-fictional reading

TopicalOutline

Outline View:

- I. Vocabulary development
 - A. Context clues
 - B. Structural analysis
 - C. Dictionary and thesaurus skills/pronunciation
- II. Comprehension
 - A. Main ideas
 - B. Supporting details
 - C. Inference
 - D. Signal words
 - E. Organizational patterns
 - F. Graphics
 - G. Critical evaluation
- III. Skill transfer reading
 - A. Fiction reading
 - B. Nonfiction reading

2) Learning Outcomes

Reading Process

- Effectively uses a decoding system to read and understand class material under study; may use assistive technology or other method for decoding words in text (From Landmark)
- Explicitly learns and effectively uses strategies to understand and acquire college-level vocabulary both implicitly and explicitly.

- Explicitly learns and effectively uses active reading strategies to comprehend entry-level college readings containing both directly-stated information and abstract concepts:
 - Activates schema by pre-reading and asking questions
 - Defines unfamiliar vocabulary to comprehend text
 - Uses micro-processing strategies such as sentence paraphrasing and paragraph-level processing to recode main ideas of sentences and paragraphs. (Adapted from Landmark College)
 - Develops an understanding of themes and concepts within the text. (Adapted from Landmark College)
 - Identifies key evidence in a text. (Adapted from Landmark College)
 - Applies inference and prediction as explicit skills. (Adapted from Landmark College)
 - Accesses social knowledge as one means of solving comprehension difficulties; add awareness of social experience to the problem-solving mix of resources. (Adapted from Landmark College)
 - Identifies the author's purpose and the perspective, orientation or point of view from which the author is writing. (Adapted from Landmark College)
- Applies a note-taking system for organizing, reviewing, and studying information from oral and written sources (may use hand-written note taking or a computer-based note taking system)
- Develops an emerging understanding of differing organizational styles, rhetorical strategies, and reader expectation across genres.
- Understands strategies that good readers employ, and effectively and independently employs self-monitoring and self-assessment approaches to monitor comprehension.
- Develops an explicit, individualized system for interacting with text.

Academic Reading

- Students will complete two oral presentations
- Students will keep a record of vocabulary acquisition
- Students will use both writing and discussion as tools for processing and reflecting on texts
- Students will write multiple (5-10) ½-1 page “journals.” Typed work is required.
- Students will collaborate with instructor to develop personalized, systematic approaches to reading.
- Students will record progress and success through self-monitoring and self-reflection.

Classroom Participation

- Students will experience and practice academic language discourse
- Students will demonstrate effective oral communication skills

Executive Function

- Students will demonstrate knowledge of the college environment, including campus resources, library, academic advising and counseling, tutoring services, and writing and math help centers

3) Topics Covered

- Identifying main ideas, supporting information, and organizational structure of academic texts.
- Identifying author tone and rhetorical strategies used in academic texts; discussion of genre conventions.
- Explicit introduction of active reading strategies such as text annotation, accessing prior knowledge, predicting, and inference.
- Explicit practice of academic vocabulary acquisition strategies.

- Explicit integration of individual needs/differentiation through student self-monitoring and self-assessment.
- Explicit instruction in the purpose of documentation systems and basic MLA format.
- Explicit discussion of language communities (home vs. school, etc)
- Explicit instruction in/ introduction to the Academic Language Community
- Explicit introduction to college resources, including library, academic advising and counseling, tutoring services, and writing and math help centers

4) Sample Syllabi and Guidelines

Below are general requirements for all FRCC Syllabi:

All faculty, full and part-time, will have a course syllabus available for distribution to students. This syllabus should be made available to students on the occasion of the first class meeting. Distance learning class syllabi will be available to students before the first class date.

A copy of each syllabus will be left on file with the appropriate department chair. The department chair will maintain copies of these syllabi for a period of not less than one year.

All FRCC syllabi will contain the following components:

1. Course name, prefix, number, section, and semester.
2. FRCC Catalogue Course description.
3. Course prerequisites and corequisites.
4. Meeting times and location including the days of the week, class times, room, and campus location.
5. Teacher's name, phone, email, FRCC homepage website address.
6. Office hours (times and location).
7. Textbooks (required and optional) and other required materials. For texts include a complete citation of title, author, publisher, and edition. Please note if texts are special edition. (ISBN recommended)
8. A list of the primary goal(s)/ objective(s) for the course as consistent with the curriculum content guide.
9. Course requirements (exams, quizzes, projects, papers, etc) and the contribution of each towards the final grade (percentage, points, etc.).
10. Grading scales and standards.
11. Tentative schedule.
12. For the date of each meeting or each week, specify: the subject matter/ topics to be covered (e.g., lectures, field trips, guest instructors, etc.), pre-class readings.
13. Graded assignment due dates (e.g., homework, quizzes, papers, projects).
14. Exam dates.
15. Important dates:
 - Last day to drop with refund
 - Last day to withdraw
 - If your class is not the typical 15- week semester, be sure to list drop date and withdraw date that applies to your course.

16. This statement: "Students with disability are encouraged to contact the Office of Special Services to arrange for accommodations and support services."
17. Class policies and procedures regarding:
- Late work and make-up exams, etc.
 - Attendance, and if appropriate, class participation.
 - Academic honesty. Refer to the student code of conduct in the Student Handbook.
 - Any messages you deem important and appropriate to communicate with your students (i.e., food and drinks in class, sleeping in class, pagers, cell phones, decorum, etc.).
18. Include a note that the instructor reserves the right to modify the syllabus and calendar for the class.
19. Other information deemed appropriate by the instructor or the department.

The following pages contain examples of syllabi for REA 060. Of course, variety can and will exist between instructors in terms of format and policy; these examples are intended as models for course design and course organization. We will continue to expand this section as instructors share their syllabi.

**REA 060-002
Front Range Community College
Westminster Campus
Spring 2006**

**Tuesdays and Thursdays, 10:00-11:15
B0101**

Instructor: Stewart Erlich

Phone: 303-404-5374

E-mail: stewart.erlich@frontrange.edu

Office: C0113

Office Hours: Monday 12:00-1:00 and 3:00-4:00 PM

Wednesday 12:00-1:00 PM

Tuesdays and Thursdays 3:00-4:00 PM

Friday, by appointment

Required Materials: Garcia. *Digging In*

A college-level dictionary

3x5 index cards for vocabulary words

FRCC Course Catalog Description:

REA 060 Foundations of Reading focuses on strategies for vocabulary development, improved reading comprehension, and enrichment.

The purpose of REA 060 is to help students see themselves as readers and critical interpreters of the world around them. Students will be provided instruction and practice in methods of reading using a variety of strategies. Reading is something that we all learn best from practice, so reading will be our emphasis; however, research shows that writing improves reading skills, so writing will be another component of this class. Vocabulary will also be taught, as it relates to what you read and write.

By the end of REA 060, you will know:

The Reading Process:

- How to approach a reading situation and decide on a reading strategy
- How to preview and predict before you read
- How to be an active reader and re-reader using a variety of strategies
- How to think critically about what you read
- How to summarize what you read

Critical Thinking:

- How to look at “text”
- How to evaluate the message of a text

Vocabulary:

- How to effectively use new words in your speech and writing

All of the above skills will be assessed through tests, writing assignments, essays, and projects. Some assignments will be completed in class, while others will be completed at home.

Grade Breakdown:

<i>Task</i>	<i>Due Date</i>	<i>Point Value</i>
Attendance and Community	Ongoing	20 points
Assignments (Reading assignments, in-class writing, vocabulary, homework, etc.)	As assigned	15 points
Summary Essay	Week 3-4	5 points
Test 1	Week 5-6	10 points
Critical Thinking Project	Week 7-8	10 points
Test 2	Week 9-10	10 points
Critical Essay	Week 12-13	15 points
Test 3	Week 14-15	15 points
TOTAL		100 POINTS

I will use this standard scale for grading:

100-90 pts	A
89-80 pts	B
79-70 pts	C
69-60 pts	D
59 pts - below	F

Attendance and Community**Attendance:**

This is a process-oriented course requiring a great deal of class participation and cooperation. Your attendance is very important. **YOU WILL NOT LEARN IF YOU ARE NOT HERE.** Since all class activities depend on student participation, all participants lose out when a student is absent. I know that life can be unpredictable, though. Therefore, absences begin to affect your grade after the first two. Keep in mind, it is not my job to contact you and give you assignments when you miss class. It is your job to contact a classmate or me and find out what is due for the next class. Late assignments will lose a letter grade for every day (NOT class day) they are late, regardless of whether or not you are in class on the due date. Coming to class late or leaving early is not acceptable. Late arrivals can be very distracting and often lead to repeated directions, conversations, and disrupted attention. **Two late arrivals will count as one absence.** Do not be late.

Cell phones must be turned off during this class. Students who use their cell phones to send text messages will be counted as absent.

Community:

I am using the word “community,” rather than “participation,” because I believe there are many ways to participate in a class. I am aware that all of you have different learning styles and preferences. While some students might be quite comfortable talking in class regularly, others may not be as vocal. Being alert, engaging in class activities with a positive attitude, and supporting each other’s learning is equally important to the success

of the class, and is just as valuable to me as talking. I encourage you to find your own way to be a part of the learning community in this class; on the other hand, I also encourage you to step out of your comfort zone and take some risks. Believe in what you have to offer this class- no one else has your experience.

Group work is a large component of this class as well. Your willingness and ability to work productively in groups, to teach and learn from each other, is critical to your success in this class. You will be held accountable for your contributions to group assignments.

Assignments:

Assignments are due at the beginning of class on the day they are due *unless other arrangements are made with me ahead of time*. Remember, late assignments will lose a letter grade for every day (NOT class day) they are late, regardless of whether or not you are in class on the due date.

Tests:

3 tests will be given in this class. They will assess your understanding of class concepts as well vocabulary from texts we will be reading. These tests are already scheduled, and the dates are included in the course itinerary.

Critical Thinking Project:

In the middle of the semester, you will be assigned a critical thinking project. As part of this project, you will be responsible for doing an individual presentation. You will get more information about this in a few weeks.

Students with Special Needs:

Students with special needs are encouraged to contact the Office of Special Services at 303-404-5302 to arrange for accommodations and support services. I also encourage you to meet with me during office hours to discuss any concerns that you have.

Writing and Academic Skills Center:

The Writing and Academic Skills Center is a resource available to all students on campus. Tutors who can help you with any kind of writing problem are available at the WC, free of charge. In addition, the WC has a computer lab with software to assist you with many writing issues. We will be exploring the center as a class, but I also strongly encourage you to explore it on your own.

Office Hours:

Instructors are required to hold office hours for their students. This is very boring when no students visit. I strongly encourage you to come to office hours if you have questions or are confused about anything. It is your responsibility to learn everything

you can while you are in college. I will do my part if you take responsibility for your part.

Important Dates:

Jan. 17	Semester begins
Feb. 1	Last day to add or drop with a refund
	Last day to change Credit to Audit, or Audit to Credit
Mar. 27-April 2	Spring Break (No Classes)
Apr. 17	Last day to withdraw (no refund)
May 8	Semester ends

Itinerary for First Two Weeks of REA 060

(Subject to change. All changes will be announced in class. You will receive new itineraries every two weeks, so that you will know what is ahead.)

Week One

Tuesday, January 17th

NELSON-DENNY READING TEST DAY

Thursday, January 19th

- 1) *Course Overview, Syllabus and Policy Statement discussed. The Joys and Frustrations of Reading. In class writing: write about a positive experience or memory you had with reading- someone reading a book to you as a child, a book, story, poem you read that really moved you, etc. Describe the memory in detail.*
- 2) *What is "Reading?"*

Assignments:

- 1) Read "The Sanctuary of School" in Digging In, pp. 107-111
- 2) Make a list of words from the story that were new or confusing.
- 3) In paragraph form, type 1 page answering question 3 from "To Understand," and question 1 from "To Write" on page 111.

Week Two

Tuesday, January 24th

Vocabulary list due. Writing assignment due.

Assignments:

- 1) Re-read class reading. Make a list of all words that you do not know or have questions about, due next class.

Thursday, January 26th

Vocabulary list due. Learning Styles discussed.

Assignments:

- 1) Read the Paragraph handout. Type a paragraph to explain what you think the paragraph is talking about.

5) Sample Lesson Plans

The following pages contain a few lesson plans for REA 060. They are intended to provide examples of ways that an instructor might design lessons to address some of the "learning outcomes" and "topics covered" for this course. We will continue to expand this section as instructors contribute their lesson ideas.

Annotation Lesson

Contributed by: Stewart Erlich, Westminster Developmental English Faculty

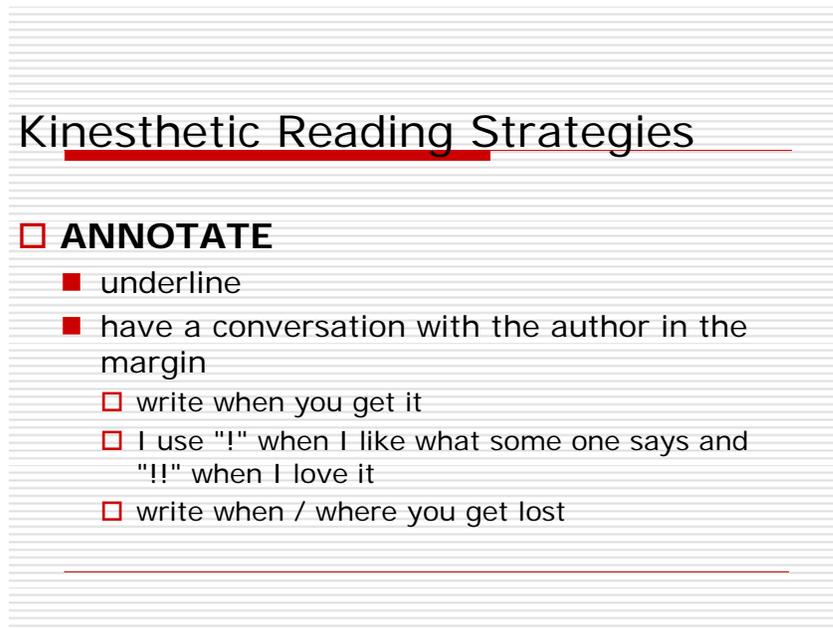
One way to approach annotation is from the perspective of learning styles. For instance, in one REA 060 class, the semester begins with discussion of Visual, Auditory, and Kinesthetic Learning styles. The class self diagnoses their individual learning styles, and then a unit begins about reading strategies for each kind of learner. An example of a reading strategy for a visual learner might be creating a mind map or a story board. An

example of a reading strategy for an auditory learner might be utilizing technology like book on tape, or creating a reading/ studying discussion group. Once these strategies are explored and practiced, the class moves onto reading strategies for kinesthetic learners. Annotation can be introduced as a kinesthetic reading strategy, since it involved tactile manipulation of text, as well as creating new text.

Episode 1:

Start with an explanation of annotation, and walk through a model:

Slide 1



Kinesthetic Reading Strategies

- ANNOTATE**
 - underline
 - have a conversation with the author in the margin
 - write when you get it
 - I use "!" when I like what some one says and "!!" when I love it
 - write when / where you get lost

Slide 2

Chitra Banerjee Divakaruni
Yuba City School

Born in India, Chitra Banerjee Divakaruni came to the United States when she was nineteen. She writes both poetry and fiction and has published two short story collections, three poetry collections, and three novels, including her recent *Vine of Desire*. The following poem from *Leaving Yuba City* chronicles the difficulty for a young Sikh immigrant—and for his mother—of fitting in at an American school.

Before Reading: Ask yourself what difficulties immigrant families (both children and parents) have in learning to succeed in the American school system.

From the black trunk I slink and
my one American skirt, blue serge
that smells of mothballs. Again today
Jagjit came crying from school. All week
the teacher has made him sit
in the last row, next to the boy
who drools and mumbles,
picks at the spotted milk-blue skin
of his face, but knows to pinch, sudden-sharp,
when she is not looking.

The books are full of black curves,
dots like the eggs the boll-weevil lays
each monsoon in furniture-cracks
in Ludhiana. Far up front the teacher makes word-
sounds
Jagjit does not know. They float
from her mouth-eave, he says,
in discs, each a different color.

the black trunk
slink
all the
the blue
of serge.

??

GROSS. GOOD IMAGE, THROUGH

So THE BOY IS HER SON?

black CURVES = letters + words

The words float around
-the classroom -
cool image!

Candy pink for the girls in their lace dresses,
matching shiny shoes. Silk yellow for the boys beside
them.
crisp blonde hair, hands raised
in all the right answers. Behind them
the Mexicans, whose older brothers,
he tells me, carry knives,
whose catenalls and whizzing rubber bands clash, mid-air,
with the teacher's voice. The voice is described
its sharp purple edge. of, sharp + purple
For him the words are a muddy red,
flying low and heavy,
and always the one he has learned to understand:
idiot idiot idiot.

he is
scared
of them?

lots of
colors...
HMM

the iron? maybe for her skirt

Heat the iron over the stove. Outside
evening blurs the shivering
in the eucalyptus. Jagjit's shadow
disappears into the hole he is hollowing
all afternoon. The earth, he knows, is round.
and if he can tunnel all the way through,
he will end up in Punjab,
in his grandfather's mango orchard, his grandmother's
songs
lighting on his head, the old words glowing
like summer fireflies. GREAT IMAGE

he is playing?
digging a hole
in the backyard,
maybe...

In the playground, Jagjit says, invisible hands
snatch at his turban, expose
his uncut hair, unshorn feet trip him from behind,
and when he turns, ghost laughter
all around his bleeding knees.
He bites down on his lip to keep in
the crying. They are
waiting for him to open his mouth,
so they can steal his voice. what does she mean?

bully
kids
are
scaring him...

With the model, bring in an instructor-generated sample of annotation, or a student-generated sample (perhaps from another semester), and explain the way that annotation was used in that sample. Talk through the decisions the annotator made when choosing what to annotate, and how.

Episode 2:

Next, have students read a short (1-2 pages) story, article, textbook excerpt, etc, and annotate it for 10 minutes.

Episode 3:

Then, create a “Gallery of Annotation.” Have students lay their annotation out on tables or desks, so that students can walk around and observe each other’s annotation styles. Students jot down notes about the annotation they see, based on these questions:

First consider the *annotation style*:

1. Do individuals annotate a lot, a little, somewhere in the middle? Is anyone not annotating at all? (honesty is ok)
2. How is each group member annotating his or her text? Describe each person’s strategy.
3. Who highlights? Do they use one color or several, and why?
4. Who underlines?
5. Who writes notes in the margins?
6. Who takes notes on separate sheets of paper?
7. Anything unique or interesting about a particular person’s annotation style worth mentioning?

Next, consider the *content of the annotation*:

1. What lines or sections did each person choose to annotate?
2. Why did this person choose what he or she chose?
3. Were there similarities in what your group chose to annotate?
4. Were there differences?
5. Whose annotation is your favorite? Why?

Episode 4:

Class discusses what it observed and makes decisions about which styles seem most effective.

Episode 5:

When students return to their seats, have them write down one thing they intend to change or modify about their annotation style, based on what they observed in the class.

Assessment:

Students can read and annotate a text for homework, and then write a short reflection on their annotation, specifically addressing how it affected their comprehension of the text.

6) Sample Assignments

- Students apply the SQ4R reading technique to a course text, then post to an online discussion board regarding the ease or difficulty of using this technique.
- Students complete a dialectical journal about a course text, then discuss questions, connections, comments, etc. in groups.

7) Recommended Texts

Please Note: Finding a text that addresses the learning outcomes we have set for this course is an ongoing process. Very often, what we have listed as “recommended texts” represent the texts that we are currently using. These texts may change as we seek out materials that best suit our objectives.

Fjeldstad, Mary C. The Thoughtful Reader. 4th ed. Boston: Thomson Wadsworth, 2006.
ISBN: 1-4130-0941-7

Garcia, Albert. Digging In: Literature for Developing Writers. New Jersey: Pearson Education, 2004. ISBN: 0-13-049388-0

Alexander, Roberta, and Jan Lombardi. Joining a Community of Readers. 3rd ed. New York: Pearson Longman, 2004. ISBN: 0-321-14599-9

Reading 090:
College Preparatory Reading

College Preparatory Reading

1) **State Curriculum:** Enables the student to apply strategies for improving comprehension, developing vocabulary, and increasing rate for reading college textbooks.

CCCNS Course Competencies

ComboID	REA 090	Locate Combo-ID
CourseTitle	College Preparatory Reading	
MinCredit	3	
MaxCredit	3	
CourseDescription	Enables the student to apply strategies for improving comprehension, devel	
Prerequisites and Co-requisites will be determined by each individual institution.		
StandardCompetencies		
Competencies View:		
I. Transferable Competencies Key:		
A. Think creatively and critically		
B. Allocate resources		
C. Communicate effectively		
D. Function as a part of a team		
E. Acquire and evaluate data		
F. Understand systems		
G. Choose and apply appropriate technology		
II. Develop and demonstrate college level vocabulary skills (1,2,3,5,6,7)		
A. Analyze word structure for recognition and meaning		
B. Use dictionary skills for spelling, meaning and usage		
C. Infer the meaning of vocabulary in context		
D. Improve and increase personal vocabulary for general college success and specific fields of study		
III. Apply basic reading comprehension skills to high level reading (1,2,3,5,6,7)		
A. Locate the stated or implied topic and main idea in paragraphs, essays and other longer passages		
B. Analyze reading to determine the adequacy and relevancy of support provided for main ideas		

- IV. Analyze the structure of reading passages (1,2,3,5,6,7)
 - A. Demonstrate cognizance of paragraph organization
 - B. Analyze longer passages for organizational patterns
 - C. Analyze essay organization, identify thesis and major points, and evaluate the effectiveness of argumentative writing
- V. Evaluate content reading passages critically (1,2,3,5,6,7)
 - A. Analyze passages to identify the author's intended audience, purpose, tone
 - B. Discriminate between fact and opinion
 - C. Infer meanings in paragraphs and longer passages
 - D. Determine the writer's point of view and recognize bias
 - E. Analyze the format of textbooks to determine the available study aids
 - F. Apply a reading and study system to a variety of reading situations
 - G. Evaluate when to use skimming and scanning
 - H. Develop a method of textbook marking and annotation
 - I. Create mind or concept maps to facilitate learning
 - J. Construct detailed and well-organized outlines
 - K. Assess and apply methods for increasing reading rate and adjusting rate to purpose
 - L. Analyze and demonstrate comprehension of charts, graphs and maps

Topical Outline

Outline View:

- I. Vocabulary development
 - A. Word analysis
 - B. Dictionary skills
 - C. Context clues
 - D. Personal vocabulary improvement
- II. Comprehension
 - A. Main ideas
 - B. Details
- III. Structure of reading passages
 - A. Paragraph organization
 - B. Essay organization
- IV. Content reading
 - A. Audience, purpose, tone
 - B. Fact and opinion
 - C. Inference
 - D. Point of view and bias
 - E. Textbook format
 - F. Reading and study systems

- | | |
|----|-----------------------------|
| G. | Skimming and scanning |
| H. | Textbook annotation/marking |
| I. | Concept maps or mind maps |
| J. | Outlining |
| K. | Reading rate |
| L. | Graphics |

2) Learning Outcomes

Reading Process

- Effectively uses a decoding system to read and understand class material under study; may use assistive technology or other method for decoding words in text (From Landmark)
- Explicitly learns and effectively uses strategies to understand and acquire college-level vocabulary both implicitly and explicitly.
- Explicitly learns and effectively uses active reading strategies to comprehend entry-level college readings containing both directly-stated information and abstract concepts:
 - Activates schema by pre-reading and asking questions
 - Defines unfamiliar vocabulary to comprehend text
 - Uses micro-processing strategies such as sentence paraphrasing and paragraph-level processing to recode main ideas of sentences and paragraphs. (Adapted from Landmark College)
 - Develops an understanding of themes and concepts within the text. (Adapted from Landmark College)
 - Identifies key evidence in a text. (Adapted from Landmark College)
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- Applies a note-taking system for organizing, reviewing, and studying information from oral and written sources (may use hand-written note taking or a computer-based note taking system)
- Understands differing organizational strategies and reader expectations across genres.
- Understands the difference between analysis and response; can discuss effectiveness of rhetorical strategies used by author independent of author's opinion.
- Understands strategies that good readers employ, and effectively and independently employs self-monitoring and self-assessment approaches to monitor comprehension.
- Demonstrates basic library skills: accessing course reserves, retrieving materials, using simple materials searches.
- Develops an explicit, individualized system for interacting with text.

Academic Reading

- Students will complete two oral presentations
- Students will keep a record of vocabulary acquisition
- Students will write multiple (10) ½-1 page journals or responses. Typed work is required.
- Students will complete one project involving library use.
- Students will use writing and discussion as tools for processing and reflecting on texts
- Students will collaborate with instructor to develop personalized, systematic approaches to reading.
- Students will record progress and success through self-monitoring and self-reflection.

Classroom Participation

- Students will experience and practice academic language discourse
- Students will demonstrate effective oral communication skills

Executive Function

- Students will demonstrate knowledge of the college environment, including campus resources, library, academic advising and counseling, tutoring services, and writing and math help centers

3) Topics Covered

- Identifying main ideas, supporting information, and organizational structure of academic texts.

- Identifying author tone and rhetorical strategies used in academic texts
- Explicit instruction in genre conventions: comparison/contrast, synthesis, argument, analysis, response.
- Explicit introduction of active reading strategies such as text annotation, accessing prior knowledge, predicting, and inference.
- Explicit practice of academic vocabulary acquisition strategies.
- Explicit integration of individual needs/differentiation through student self-monitoring and self-assessment.
- Explicit instruction in the purpose of documentation systems and basic MLA format.
- Explicit discussion of language communities (home vs. school, etc)
- Explicit instruction in/ introduction to the Academic Language Community
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2. FRCC Catalogue Course description.
3. Course prerequisites and corequisites.
4. Meeting times and location including the days of the week, class times, room, and campus location.
5. Teacher's name, phone, email, FRCC homepage website address.
6. Office hours (times and location).
7. Textbooks (required and optional) and other required materials. For texts include a complete citation of title, author, publisher, and edition. Please note if texts are special edition. (ISBN recommended)
8. A list of the primary goal(s)/ objective(s) for the course as consistent with the curriculum content guide.
9. Course requirements (exams, quizzes, projects, papers, etc) and the contribution of each towards the final grade (percentage, points, etc.).
10. Grading scales and standards.
11. Tentative schedule.
12. For the date of each meeting or each week, specify: the subject matter/ topics to be covered (e.g., lectures, field trips, guest instructors, etc.), pre-class readings.
13. Graded assignment due dates (e.g., homework, quizzes, papers, projects).
14. Exam dates.
15. Important dates:
 - Last day to drop with refund

- Last day to withdraw
 - If your class is not the typical 15- week semester, be sure to list drop date and withdraw date that applies to your course.
16. This statement: "Students with disability are encouraged to contact the Office of Special Services to arrange for accommodations and support services."
17. Class policies and procedures regarding:
- Late work and make-up exams, etc.
 - Attendance, and if appropriate, class participation.
 - Academic honesty. Refer to the student code of conduct in the Student Handbook.
 - Any messages you deem important and appropriate to communicate with your students (i.e., food and drinks in class, sleeping in class, pagers, cell phones, decorum, etc.).
18. Include a note that the instructor reserves the right to modify the syllabus and calendar for the class.
19. Other information deemed appropriate by the instructor or the department.

The following pages contain examples of syllabi for REA 090. Of course, variety can and will exist between instructors in terms of format and policy; these examples are intended as models for course design and course organization. We will continue to expand this section as instructors share their syllabi.

When I get a little money I buy books, and if there is any left I buy food and clothes.
--Desiderius Erasmus

Reading 090 -- College Preparatory Reading

Learning Community combining Reading 090 and Psychology 101

Section Number	Time	Days	Room
Rea 090 030	8:35 – 9:50	Tuesday/Thursday	C0205

Instructor: Julie Voss

Spring 2006

Office: C0106

Office Hours: Tuesday 10:00 – 11:00; Thursday 11:30 to 12:30. I am also in the Writing and Academic Skills Center (B1051) on Tuesday from 12:00 to 2:00

Phone: (303) 404-5358

Email: Julie.voss@frontrange.edu

Course Description

This is a unique course in which reading instruction is tied to the textbook and content of Psychology 101. You will be provided instruction and class practice in methods of increasing your comprehension, improving your vocabulary, and developing your recall and interpretation skills. You will learn effective textbook reading strategies and analytical reasoning skills. You will also learn about the relationship of reading to writing across all content areas, and you will be encouraged to apply the techniques you learn in this class to other courses. In addition, the course covers note-taking and test-taking skills.



Textbooks and Materials Needed:

Textbook: *Exploring Psychology Sixth Edition in Modules*
College dictionary



Course Requirements and Grading Criteria

- **Reading and Writing Assignments** (this includes all of your homework, reading and writing assignments from your textbook, reading strategies, study skills, and internet assignments.....**25%**
- **Papers and Presentations (Individual and Group)** **25%**
- **Attendance and Community**
 *See attendance policy below.....**20%**
- **Tests and Quizzes**.....**30%**

Attendance

Because this course relies heavily on in-class reading and writing, small and large group discussions, and participation in these groups, your attendance is critical to how well you learn the content of this course. Since all class activities depend on student participation, all participants lose out when a student is absent. Although I hope that you do not have three absences, I have allowed for three absences without penalty. Every time you are absent after that, you will lose five percentage points off your final grade. If you are absent eight or more times, you will not receive credit for the course. **You are responsible for all homework whether you have been in class or not.** You can have

somebody put the work in my mailbox or you can e-mail it to me, but absence is not an excuse for turning in late assignments.

Also, late arrivals can be very distracting, and often lead to repeated directions, conversations, and disrupted attention. **Two late arrivals will count as one absence.** Do not be late.

Community:

I am using the word “community,” rather than “participation,” because I believe there are many ways to participate in a class. I am aware that all of you have different learning styles and preferences. While some students might be quite comfortable talking in class regularly, others may not be as vocal. Being alert, engaging in class activities with a positive attitude, and supporting each other’s learning is equally important to the success of the class. I encourage you to find your own way to be a part of the learning community in this class; I also encourage you to step out of your comfort zone and take some risks. Group work is a large component of this class. Your willingness and ability to work productively in groups, to teach and learn from each other, is critical to your success in this class. Believe in what you have to offer this class- no one else has your experience.

*Be sure to turn off all beepers and cell phones before entering the classroom.



Late Assignments

All assignments must be submitted on or before the specified due date. Homework turned in one class period after it is due will receive no more than half credit. Homework more than one class period late will not be accepted. Late presentations will not be allowed. **Absence does not excuse you from this policy.** If you are absent, you must submit all assignments in class, over e-mail, or in my mailbox inside the Faculty Support Center.

Important Dates

Last day to add or drop with refund – 2/1

Last day to withdraw "W Recorded" (no refund) – 4/17

End of semester –5/8

Holidays (no class)

Spring Break 3/27 – 4/2

Academic Dishonesty

Presenting someone else's work as your own is plagiarism and will result in a failing grade for that assignment and possibly for the course. For further information, see pages 134 – 136 in the 2005-2006 catalog.

Students with disabilities are encouraged to contact the Office of Special Services to arrange for accommodations and support services.

Major Due Dates

Exam Dates (Each exam worth 10% of your final grade)

<i>Exam One</i>2/16
<i>Exam Two</i>3/23
<i>Exam Three</i>4/27

Paper Due Dates (Essays worth 15% of your final grade)

<i>Personal Plan (10%):</i>
<i>Part One</i>4/11
<i>Part Two</i>4/27
<i>Final Self Assessment (5%)</i> ...5/2

Presentation Dates (10% of your final grade)

Group Chapter Presentations (6% of final grade):

- *Module 3*.....2/21
- *Module 13*.....2/28
- *Module 18*.....3/16
- *Module 21*.....4/13
- *Module 26*.....5/2

Word of the Week Presentations (4% of final grade):

Each Tuesday, two (sometimes three) of you will present your word of the week. You will be responsible for giving two Word of the Week presentations.

Important Note

**Specific due dates for reading assignments and all other homework will be given in class. Every week, I will give out the schedule of class work and homework for the coming week. It is critical that you get phone numbers from at least two other students in class so that you can call them to get the nightly assignments if you have missed class. Also, I will be posting the schedule to WebCT so you can look there to get your assignments.

The instructor reserves the right to modify the syllabus and calendar for the class.

5) Sample Lesson Plans

The following pages contain a few lesson plans for REA 090. They are intended to provide examples of ways that an instructor might design lessons to address some of the “learning outcomes” and “topics covered” for this course. We will continue to expand this section as instructors contribute their lesson ideas.

Contributed by: Matt Stilwell, Larimer Developmental English Faculty

Core Competencies:

- Close reading
- Evaluating texts
- Applying theories
- Annotation
- Summary
- Critical Thinking

Exercise #1: Using a reading strategy to encourage critical thinking

You may introduce the reading strategy before you begin, or reveal it after you have finished the exercise:

SQ4R: <http://academic.cuesta.edu/acasupp/as/208.HTM>

Survey: title, author, thesis, length, sub-headings, familiarity, and prior knowledge.

Question: Why am I reading? Why did the instructor assign it? How do I describe the stories? Begin to think critically.

Read: Begin to answer questions and master the information.

Record: Put ideas in your own words/Summarize and paraphrase. Make notes/annotations.

Recite/Recall: Talk about what you have read.

Reflect/Review: Compare new ideas to old ones. Continue to think critically and answer questions.

1. Select a one or two page essay for students to read, individually or in groups, in class.
2. Have the students look at the essay and respond to the following prompts:
 - Who wrote the essay? How long is it? What is the title? Where was it published? What does the title make you think? (Survey)
 - Write down three questions you have about this essay and why you are reading it: (Question)
 - Now, read the essay and answer the three questions you asked. (Read)
 - Go back into the essay and underline the thesis statement. (Record)
 - Talk to one other student, or your group, about the essay. (Recite)
 - Finally, write down one new idea you learned from this essay. (Reflect)
3. Discuss their responses to the prompts, and show them how each question relates to a component of the reading strategy.

Exercise #2: Using a reading strategy to summarize

REAP: http://www.crazycolour.com/os/notetaking_03.shtml

Read: Begin to answer questions and master the information.

Encode: Put ideas in your own words/Summarize and paraphrase.

Annotate: summary, thesis, question, critical, etc.

Ponder: check annotations for accuracy and completeness. Consider how the text relates to other readings and related issues.

1. Select a paragraph for the students to read individually, or in groups, in class.
2. Have the students look at the paragraph and respond to the following prompts:
 - Read the essay to begin to understand the information.
 - What is the main point of the paragraph? Write it in your own words:
 - Go back to the essay and underline the topic sentence. Ask one question about the material in the paragraph. Circle a word or phrase that catches your attention.
 - How does this paragraph relate to writing essays in this class? How about its relation to writing essays in other classes? What did you learn?

It's hardly surprising that good readers often become good writers themselves. Good readers note effectiveness in the writing of others and use these observations to help clarify their own ideas and rhetorical choices about organization, development, and style. Analogies abound in every skill: singers listen to vocalists they admire, tennis players watch championship matches, actors evaluate their colleagues' award-winning performances, medical students observe famous surgeons, all with an eye to improving their own craft. Therefore, to help you become a better writer, your instructor may ask you to study some of the professional essays included in other sections of this text. Learning to read these essays analytically will help when you face your own writing decisions.

1. Read 2. Encode 3. Annotate 4. Ponder

3. Discuss their responses to the prompts, and show them how each question relates to a component of the reading strategy

6) Sample Assignments

1. Students read two or more versions of the Cinderella story, complete the chart below, then write a short comparison/contrast essay.
2. Students apply the SQ4R reading technique to a course text, then post to an online discussion board regarding the ease or difficulty of using this technique.
3. Students complete a dialectical journal about a course text, then discuss questions, connections, comments, etc. in groups.

7) Recommended Texts

Please Note: Finding a text that addresses the learning outcomes we have set for this course is an ongoing process. Very often, what we have listed as “recommended texts” represent the texts that we are currently using. These texts may change as we seek out materials that best suit our objectives.

Atkinson, Rhonda Holt and Longman, Debbie Guice. Reading Enhancement and Development. 7th ed. New York: Wadsworth, 2004. ISBN: 0-155-06243-3

McWhorter, Kathleen T. Academic Reading. 5th ed. New York: Pearson Education, 2004. ISBN: 0-321-10424-2

Alexander, Roberta, and Jan Lombardi. A Community of Readers. 3rd ed. New York: Pearson Longman, 2004. ISBN: 0-321-10409-9

3. General Principles for Assessment and Evaluation
4. REA assessment
 - a. Guidelines
 - b. Sample Assessments

1. General Principles for Assessment and Evaluation

Just as our philosophy asks us to vary the modalities in which we deliver instruction, those modalities are also considered when designing assessments for the course. A developmental population demands both traditional and alternative forms of assessment. This is not to say that students in ENG courses are not evaluated on their essay writing skills, or that students in MAT courses are not evaluated on problem-solving, but that alternative assessments are also used to assess students in a variety of contexts and allow students with varied learning styles to demonstrate their knowledge of the subject.

In addition to addressing diversity of learning styles in instructor-driven assessment, we incorporate student self-assessment throughout our courses. We encourage students to be active self-monitors of their learning through the use of skill checklists, reflection writing prompts that ask students to address their own progress, experimentation with processes, and opportunities to provide feedback to the instructor.

Across the developmental sequence, we strive to make the grading process as transparent to students as possible, so that students know before they begin an assignment what the distinct criteria for success on that assignment are. Because we meet students where they are, we are careful that our grading criteria reflects only what we have introduced and covered explicitly in class, knowing that the criteria can become more complex as a semester progresses. These things seem obvious, but because, as instructors, our frames of reference and schema are so much deeper than those of our students, it is easy to inadvertently assess based on our idea of what students should just know rather than on what we have explicitly taught them. It is therefore important to be mindful of sequence in assessment, just as we are mindful of sequence in delivery. Likewise, we should also remember that disciplines and skills, though taught separately in the sequence, are not so discrete in real life. For example, a summary assignment simultaneously tests reading and writing skills, and a word problem simultaneously tests both reading and math skills. It can be challenging to identify what skill is interfering with student success in these cases.

Grading for developmental courses at FRCC are criterion-referenced, meaning that it is possible for every student in our class to receive excellent grades if they master the course goals. Students should receive feedback as quickly as possible and should receive a full course grade at least three times a semester.

REA Assessment

a. Guidelines

Traditional Assessments

- Assessments are designed so that the type of reading strategy the student is asked to employ (skim, scan, intensive, responsive) is clear.
- Principles from second language reading assessment that apply well to native speaking developmental students (Cohen 250) include:
 - Try to choose high interest texts that address familiar topics
 - Determine the reasoning behind student conclusions
 - Allow students to demonstrate schema they have for content textual organization, and language of the text
 - Be flexible about acknowledging individual interpretations students may have for texts.
- Multiple choice questions as a means of testing reading comprehension have many drawbacks, especially since it is shockingly difficult to construct reliable and valid questions. Consider using the following alternatives (Cohen 233):
 - Summary writing—students can choose the best of three or four alternate summaries of the same text.
 - Metacognitive judgments—students determine which retellings are appropriate for different audiences.
 - Question selection—students select from a set of twenty the ten questions most likely to help a peer understand the main ideas of a text.
 - Multiple acceptable responses--students select all responses found plausible or having them grade the responses.
 - Prior knowledge—students predict whether certain ideas are likely to be included in a text on a specified topic, or rate relatedness of vocabulary to central concept of the text.
- Summary writing as a means of testing comprehension can also be reliable, but there is a reading/writing skill interaction and possible interference problem that instructors need to be aware of.
- Assess reading process strategies as well as end- product comprehension.

- For example, a reading test might require students to read an article, “Chunk” the article (divide the article into thematic sections, and give each section a name), annotate the article, and complete a dialectical journal, all prior to answering questions about the article or writing a summary-response essay.
- Testing vocabulary knowledge is similarly tricky, since there are a number of aspects a student could know about a word (part of speech, spelling, alternate forms, meaning, connotations, etc). Multiple choice is also rarely the best way to assess vocabulary knowledge. Consider using matching, self-reports, and categorizing word lists according to “know well,” “kind of know,” and “don’t know.” This also helps student self-assessment.

Alternative Assessments

- Alternative Assessments allow students to demonstrate knowledge of course topics using learning modalities other than visual. This requires creativity, but some examples are:
 - Students give an oral presentation in conjunction with a reading assignment
 - Students build models or complete processes described in a reading
 - Students create mind-maps or story boards based on a reading
 - Students act out a reading (imagine students acting out an historical event described in a History textbook.)
- Grades and weight are assigned to alternative assessments, and as with essays, clear rubrics are provided.

Self Assessments

- Student self-assessment is ongoing and consistent throughout the semester.
- Self-assessment can take many forms: written reflection about reading strategies (see Sample Assessment Section), think-alouds with partners or groups, description of effective strategies, articulation of difficulties, and intention statements (“For our next reading assignment, I intend to annotate the reading using different color highlighters to help me see patterns.”)

b. Sample Assessments

The following pages consist of sample REA assessments.

Sample Summary- Response Essay for a Reading class

Contributed by Stewart Erlich- Westminster Developmental English Faculty

Sample Self Assessments for REA

Contributed by Stewart Erlich- Westminster Developmental English Faculty

SUMMARY/RESPONSE ASSIGNMENT

DUE 4/18/06

Length: Maximum 2-3 pages typed

For this assignment, Read Marie Wynn’s essay, “The Trouble with Television.”

Annotation and Preparation:

1. Annotate the text thoroughly:
 - a. Underline, highlight, or mark any part of the section you think is particularly important to the story. In other words mark any lines you think really stick out as key details.
 - b. Write comments in the margin of the paper about things you think are interesting. Use marks like “?” to show where you are lost and mark like “!” to show when something strikes you as important, well written, etc.
 - c. Underline any words you do not understand.
2. “Chunk” each section of the essay, and give each chunk a name.
3. Create a “Close Analysis Chart.” Record and analyze at least 4 quotes from the essay. Include this chart with your paper.

Summary:

1. Determine the main idea of each section or paragraph. In other words, what is the most important information in that section?
2. Once you have found the most important information, write a sentence or two to summarize this important part.
3. Use these as your notes for writing your summary.
4. REMEMBER, when you write your summary, it should include the elements you decided were most important, but it should not just list them.
 - a. You need to put them all together so that they make well-written paragraphs.
 - b. Use transitions like “then,” “next,” “finally,” etc. to help create flow between points.

Response:

Use at least two quotes from your Close Analysis Chart in this section. Use the following questions as a guide for writing your response. Do not just answer these questions one at a time. Your response needs to be in paragraph form.

1. What was the message or central argument of the essay?
2. What message was the author trying to get across to her readers?
3. What points or details did the author use to support the message or argument of the essay?
4. What points did you agree with? Why?
5. What points did you disagree with? Why?
6. Did the author have the necessary experience or expertise to present a believable argument?
7. Were you convinced by the argument?
8. What words, images, or lines really stuck out for you?
9. Did this essay relate to anything you have experienced in your own life?

The following rubric will be used for this assignment:

CHUNKING

(1 PT) **Chunking was demonstrated**

	YES	SOMEWHAT	NO
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CLOSE READING CHART

(1 PT) **The close reading chart was turned in with your paper.**

	YES	SOMEWHAT	NO
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ANNOTATION

(3 PTS) **The article was turned in with your paper, and words were underlined, highlighted, or marked to show areas of interest, confusing words, or areas that were particularly important to the section. Comments were written in the margins.**

	YES	SOMEWHAT	NO
--	------------	-----------------	-----------

SUMMARY

(4 PT) **The essay's MAIN POINTS are presented in the summary**

	YES	SOMEWHAT	NO
--	------------	-----------------	-----------

(1 PT) **These points are joined together using transitions to make 3-4 well written paragraphs**

	YES	SOMEWHAT	NO
--	------------	-----------------	-----------

RESPONSE

(5 PTS) **A well written Interpretive/ Reflective response of the essay is included which discusses critically your thoughts about the essay and your evaluation of the arguments, answering the following questions:**

- 1. What was the point of the essay?
What was the author trying to get across?**

	YES	SOMEWHAT	NO
--	------------	-----------------	-----------
- 2. What words, images, or lines really stuck out for you?**

	YES	SOMEWHAT	NO
--	------------	-----------------	-----------
- 3. What points did you agree with, and what points did you disagree with?**

	YES	SOMEWHAT	NO
--	------------	-----------------	-----------

4. What did the essay make you think about?

YES SOMEWHAT NO

**5. Did this essay relate to anything you have
experienced in your own life?**

YES SOMEWHAT NO

COMMENTS:

Sample Self Assessments for REA:

The following two activities are informal self assessment of annotation skills. In the first, students share an example of a text they have annotated with classmates in an “art gallery” –like setting, and in the second, students work in small groups. In both activities, students evaluate their own annotation techniques based on what they observed from their classmates’ work.

Respond to the following questions as you circulate around each example of annotation.

1. What do you like about this person's annotation?
2. What is interesting or unique about it?
3. How much is annotated- are there a lot of marks, underlines, highlights, etc.? Are there only a few?
4. After seeing this person's annotation, what would you change about your own?

Annotation Group Activity

***Be sure to bring your textbook with you as you get into groups for this activity.

For this activity, each group member has a role:

- One person is the NOTE TAKER
- One person is the SPOKESPERSON
- One person is the TIME KEEPER AND FACILITATOR

Compare the way each group member has annotated his or her textbook. Look at any accompanying textbook notes that each group member may have as well.

First consider the *annotation style*:

8. Do group members annotate a lot, a little, somewhere in the middle? Is anyone not annotating at all? (honesty is ok)
9. How is each group member annotating his or her text? Describe each person's strategy.
10. Who highlights? Do they use one color or several, and why?
11. Who underlines?
12. Who writes notes in the margins?
13. Who takes notes on separate sheets of paper?
14. Anything unique or interesting about a particular person's annotation style worth mentioning?

Next, consider the *content of the annotation*:

6. What lines or sections did each person choose to annotate?
7. Why did this person choose what he or she chose?
8. Were there similarities in what your group chose to annotate?
9. Were there differences?
10. Is there a group favorite? If so, why?

AAA: Study Skills

Embedded Strategies for all FRCC Study Skills Courses:

- Use speaking and discussion as a way to activate schema for reading.
- Give students opportunities to present, read, and write about their own areas of expertise or interest, perhaps about a discourse community or genre with which they are familiar. Through this experience, students are granted an opportunity to see how, for example, language is used differently in the academic world than it is in one of their more familiar communities. This also gives instructors an opportunity to acknowledge and validate our students' funds of knowledge while positing the idea that students can become well versed in the "languages" spoken in many communities. Like a former student said, "It's like playing more than one instrument."
- Accompany assignments with clear and explicit instructions about what successful students do to complete like assignments, including annotation, vocabulary acquisition, using self-monitoring checklists, etc. Even more specifically, designing well defined assignment sheets or clear rubrics is also essential. Rather than giving oral instructions, creating explicit directions in the form of something students can refer back to is most effective. In addition, developmental instructors should stress the use of models – model papers, model presentations, model reading strategies, model effective discussion techniques, etc.
- Use a variety of learning modalities for classroom practice.
- Incorporate regular practice with reflection and metacognition strategies
- Emphasize collaborative learning. Design the class so that students are commonly speaking to each other, both in whole group discussion and in groups, with clear instructions about how to conduct productive group work. For instance, if small groups are employed, each group member has a role: one is "note-taker," one is "presenter," one is facilitator," etc. In addition, groups might often be asked to lead discussions or teach the rest of the class about a specific concept.
- Deconstruct the classroom setting- reveal the hidden structure of classrooms.

Specifically:

- i. Explicit direction about and language for effective peer-to-peer classroom communication: directing ideas to each other instead of just to the instructor, reflective speaking and listening skills, making connections to what peers say (When you said this, it made me think of this...").
 - ii. Explicit direction about effective student-to-instructor communication: what to do if you are concerned about your grade or if you get confused, how to appropriately self advocate, how to utilize office hours.
- Assist students with getting involved in campus activities, contribute to literary magazines, join clubs, form study groups, etc. Because these students are often rather tenuously linked to the school environment, instructors should make every effort to regularly "invite" students to be more participatory and more connected to school.
 - Design individual plans for skills improvement, which may include using extensive reading and/or leveled readers in conjunction with reading journals, and hold students accountable for completing a set number of hours of this "independent study" in conjunction with their class work.

Course-by-Course Breakdown

The following pages contain a course by course breakdown of learning outcomes, topics covered, sample syllabi, lessons, and assignments, and recommended texts for the AAA course sequence.

AAA 090:
Academic Achievement Strategies

AAA 090

Academic Achievement Strategies

1) **State Curriculum:** Develops personalized approaches to learning and succeeding for easier transition into college. Topics include goal-setting, time management, textbook reading strategies, note-taking, test-taking, listening techniques, concentration and memory devices, and critical thinking for student success.

CCCNS Course Competencies

ComboID	AAA 090	Locate Combo-ID
CourseTitle	Academic Achievement Strategies	
MinCredit	3	
MaxCredit	3	
CourseDescription	Develops personalized approaches to learn and succeed for easier transiti	
Prerequisites and Co-requisites will be determined by each individual institution.		
StandardCompetencies		
Competencies View:		
<ul style="list-style-type: none">I. Accept personal responsibility for academic success (I)II. Apply personal learning style to improve learning effectiveness (II)III. Demonstrate appropriate student behavior (III)IV. Manage time effectively for academic purposes (IV)V. Demonstrate effective communication skills (V)VI. Set long- and short-term academic goals (VI)VII. Apply basic textbook reading strategies (VII)VIII. Apply effective note-taking techniques (VIII)IX. Apply effective test-taking techniques (IX)X. Apply techniques for improved memory (X)XI. Apply active and critical thinking strategies to learning (XI)		
TopicalOutline		
Outline View:		

- I. Personal responsibilities in college
 - A. Encountering new ideas
 - B. Academic decision-making
 - C. Physical/mental health issues
 - D. College policies
 - E. Campus resources
 - F. College personnel
 - G. Technology
- II. Personal learning style
 - A. Models of learning styles
 - B. Personal strengths/weaknesses
 - C. Application of personal preferences
 - D. Application of “stretching” skills
- III. Appropriate student behavior
 - A. Questioning/answering techniques
 - B. Course participation
 - C. Cooperative learning participation
 - D. Study group formation
 - E. Interpersonal communication
 - F. Study habits
- IV. Effective time management
 - A. Analysis of time allocation
 - B. Time management strategies
 - C. Concentration techniques
 - D. Resource organization
- V. Effective communication skills
 - A. Verbal/non-verbal listening
 - B. Oral communication
 - C. Written communication
 - D. Vocabulary/concept building
- VI. Academic goal-setting
 - A. Long-, mid-, short-term goals
 - B. Prioritizing actions
 - C. Relationship between planning and academic success
 - D. Self-motivation
- VII. Textbook reading strategies
 - A. Multiple reading strategies
 - B. Multiple note-taking strategies from text
 - C. Review strategies
- VIII. Note-taking techniques
 - A. Preparation for lectures
 - B. Listening improvement
 - C. Comprehension improvement
 - D. Multiple note-taking strategies (situation dependent)
- IX. Test-taking techniques
 - A. Review strategies and tool creation
 - B. Multiple test-taking strategies (situation dependent)

- C. Multiple test anxiety reduction strategies (situation dependent)
- X. Memory techniques
 - A. Concentration/memory development
 - B. Multiple memory strategies
 - C. Storage/retrieval strategies
- XI. Active/critical thinking strategies
 - A. Analysis of content materials
 - B. Synthesis from multiple sources
 - C. Evaluation of content-area materials

2) Learning Outcomes

Learning Strategies

- Understands learning styles and appropriate differentiation strategies.
- Effectively applies reading/note-taking skills essential for college success.
- Identifies obstacles to success in college and solutions for overcoming them.
- Participates in an academic discourse community.
- Identifies and accesses resources available to them in the college setting.
- Practices basic educational technology tools such as email, online discussion boards, etc.
- Understands outside influences on success.
- Effectively uses organizational and time management strategies to reduce stress and increase chance of success.

Classroom Participation

- Students will experience and practice academic language discourse
- Students will demonstrate effective oral communication skills

Executive Function

- Students will demonstrate knowledge of the college environment, including campus resources, library, academic advising and counseling, tutoring services, and writing and math help centers

3) Topics Covered

- Explicit identification and discussion of learning styles and associated student-directed modification.

- Explicit instruction in reading strategies and note-taking strategies
- Explicit instruction in organizational and time-management techniques.
- Embedded use of instructional technology (WebCT or similar content management system and practice with associated functions)
- Explicit discussion of the role of outside influences, nutrition/health, family support, etc., in college success.
- Explicit discussion of strategies for overcoming life obstacles to success.

4) Sample Syllabi and Guidelines

Below are general requirements for all FRCC Syllabi:

All faculty, full and part-time, will have a course syllabus available for distribution to students. This syllabus should be made available to students on the occasion of the first class meeting. Distance learning class syllabi will be available to students before the first class date.

A copy of each syllabus will be left on file with the appropriate department chair. The department chair will maintain copies of these syllabi for a period of not less than one year.

All FRCC syllabi will contain the following components:

1. Course name, prefix, number, section, and semester.
2. FRCC Catalogue Course description.
3. Course prerequisites and corequisites.
4. Meeting times and location including the days of the week, class times, room, and campus location.
5. Teacher's name, phone, email, FRCC homepage website address.
6. Office hours (times and location).
7. Textbooks (required and optional) and other required materials. For texts include a complete citation of title, author, publisher, and edition. Please note if texts are special edition. (ISBN recommended)
8. A list of the primary goal(s)/ objective(s) for the course as consistent with the curriculum content guide.
9. Course requirements (exams, quizzes, projects, papers, etc) and the contribution of each towards the final grade (percentage, points, etc.).
10. Grading scales and standards.
11. Tentative schedule.
12. For the date of each meeting or each week, specify: the subject matter/ topics to be covered (e.g., lectures, field trips, guest instructors, etc.), pre-class readings.
13. Graded assignment due dates (e.g., homework, quizzes, papers, projects).
14. Exam dates.
15. Important dates:
 - Last day to drop with refund
 - Last day to withdraw

- If your class is not the typical 15- week semester, be sure to list drop date and withdraw date that applies to your course.
16. This statement: "Students with disability are encouraged to contact the Office of Special Services to arrange for accommodations and support services."
17. Class policies and procedures regarding:
- Late work and make-up exams, etc.
 - Attendance, and if appropriate, class participation.
 - Academic honesty. Refer to the student code of conduct in the Student Handbook.
 - Any messages you deem important and appropriate to communicate with your students (i.e., food and drinks in class, sleeping in class, pagers, cell phones, decorum, etc.).
18. Include a note that the instructor reserves the right to modify the syllabus and calendar for the class.
19. Other information deemed appropriate by the instructor or the department.

The following pages contain examples of syllabi for AAA 090. Of course, variety can and will exist between instructors in terms of format and policy; these examples are intended as models for course design and course

organization. We will continue to expand this section as instructors share their syllabi.

Don't fear failure so much that you refuse to try new things. The saddest summary of life contains three descriptions: could have, might have, and should have.

Louis E. Boone

Academic Achievement Strategies - 3 Credits

Section Number	Time	Days	Room
AAA 090 - 005	7:00 – 8:15	MW	C0205

Instructor: Julie Voss

Term: Spring 2005

Office: C0106

Office Hours: Tuesday and Thursday 9:00 -- 10:00. I will also be in the Writing and Academic Skills Center (B1051) on Monday and Wednesday from 4:00 to 7:00.

Phone: (303) 404-5358

Email: Julie.voss@frontrange.edu

Course Description

This course is designed to help you improve your study techniques, and to give you the tools necessary for academic success. Some of the topics included in this course are reading, writing, time management, test-taking, and note taking. This is a student-centered course, meaning that it is dependent upon your participation and your ideas. Ultimately, we can only become successful learners when we make the *decision* to take an active role in our learning, to be, in other words, active learners.

Course Competencies

Accept personal responsibility for academic success

Apply personal learning style to improve learning effectiveness

Demonstrate appropriate student behavior

Manage time effectively for academic purposes

Demonstrate effective communication skills

Set long- and short-term academic goals

Apply basic textbook reading strategies

Apply effective note-taking techniques

Apply effective test-taking techniques

Apply techniques for improved memory

Apply active and critical thinking strategies to learning



Textbooks and Materials Needed:

Textbook: *Becoming a Master Student*, 9th Edition, by Dr. David B. Ellis

Date book or daily Planner

A Binder for your portfolio



Course Requirements and Grading Criteria

- **Assignments** (this includes reading and writing assignments from your textbook; reading strategies; study skills; projects; papers; internet assignments, etc.).....**50%**
- **Attendance and Participation** (this includes participation in class discussions, presentations, and group activities;)
 *See attendance policy below.....**20%**
- **Tests and Quizzes**..... **5%**
- **Final Portfolio**.....**25%**

Attendance

Because this course relies heavily on in-class reading and writing, small and large group discussions, and participation in these groups, your attendance is critical to how well you learn the content of this course. Since all class activities depend on student participation, all participants lose out when a student is absent. Although I hope that you do not have three absences, I have allowed for three absences without penalty. Every time you are absent after that, you will lose five percentage points off your final grade. If you have seven or more absences, you cannot receive credit for the course. **You are responsible for all homework whether you have been in class or not.** You can have somebody put it in my mailbox or you can e-mail it to me, but absence is not an excuse for turning in late assignments.

Also, late arrivals can be very distracting and often lead to repeated directions, conversations, and disrupted attention. **Two late arrivals will count as one absence.** Do not be late.



Late Assignments

All assignments must be submitted on or before the specified due date. Homework turned in one class period after it is due will receive no more than half credit. Homework more than one class period late will not be accepted. **Absence does not excuse you from this policy.** If you are absent, you must submit all assignments in class, over e-mail, or in my mailbox inside the Faculty Support Center.

Important Dates

Last day to add or drop with refund – 2/2

Last day to change audit to credit, credit to audit – 2/2

Last day to withdraw "W Recorded" (no refund) – 4/18

Last day of class – 5/9

Holidays (no class)

3/21 – 3/27 – Spring Break

Important Note

It is critical that you get phone numbers from at least two other students in class, so that you can call them to get the nightly assignments if you have missed class. Please do not call me for missed assignments unless you have questions.

***Turn off all beepers and cellular phones before entering the classroom!

5) Sample Lesson Plans

The following pages contain a few lesson plans for AAA 090. They are intended to provide examples of ways that an instructor might design lessons to address

some of the “learning outcomes” and “topics covered” for this course. We will continue to expand this section as instructors contribute their lesson ideas.

Dictionary Skills Lesson

Contributed by: Claire Boyles, Larimer Developmental English Faculty

Objectives: Introduce content vocabulary, increase dictionary skills, practice presentation skills, review parts of speech

Materials needed: computers and internet access, newsprint paper, markers, tape

- Introduction:
Ask the class: “What does the word “character” mean?”
Discuss, record class answers. Try to elicit different usages of the word.
- Model:
Have the class go to www.dictionary.com
Have students search “character”
Explain the site to students (the website finds 7 sources, the first source alone has 14 definitions of the noun form!)
I try to cover: parts of speech/forms with example sentences, general vs. subject specific meanings (especially as used in textbook) , 5 most common meanings, synonyms/antonyms, picture or symbol that represents the word (not art, just visual!) word history/archaic uses, if given. Try to record this information on the board or on newsprint paper in the format you would like the students to use for their practice projects.
Discuss & answer questions.
- Discussion:
Ask students: “What does it mean to know a word? What can you know about a word?”(try to elicit information contained in the “character” definition: forms & usage, various meanings, etc)
- Practice:
Put students in pairs and assign each pair a new content vocabulary word. Each group must look up their word and create a poster which they will then present to the class. The poster must contain: the word, its various forms (labeled) with original sample sentences for each, the definition most relevant to the course (in a different color), two or three of the other most common meanings of the word, a symbol or picture that represents the word, and a list of synonyms/antonyms.
The presentations will most likely be short; be sure the students leave time for any questions.
- Follow-up:
The content vocabulary will probably be reinforced throughout the course, but it’s best, if possible, to hang the posters in the room. (This seems logistically impossible in most community college settings I’ve encountered, but it is ideal). A fun way to review vocabulary is to play “Backs to the Board”, which is sort of like “Taboo”. Split the class into two teams and have one student from the first team sit, back to the board. Write a word on the board. The team must get the person to guess what the word is without saying the word or any form of it in 30 seconds.

6) Sample Assignments

- Have students keep a nutrition journal in which they write everything they eat for one week. Have them compare their journal to dietary recommendations. Discuss impact of nutrition and health on concentration and mental function.
- Have student take an online learning styles assessment (VARK, etc.), and discuss implications of results. Have students post two or three strategies they can apply to coursework immediately to an online discussion board.

7) Recommended Texts

Please Note: Finding a text that addresses the learning outcomes we have set for this course is an ongoing process. Very often, what we have listed as “recommended texts” represent the texts that we are currently using. These texts may change as we seek out materials that best suit our objectives.

Ellis, Dave. Becoming a Master Student, Concise. 11th edition. Boston: Houghton Mifflin, 2006. ISBN: 978-0-618-595-38-9

AAA 109:
Advancement of
Academic Achievement

1) State Curriculum:

Examines theories and practices associated with successful learning to enhance college success. Areas of study include education and career planning, effective communication, personal management, critical and creative thinking, development of community and awareness of diversity, leadership, and techniques for successful academic performance. Recommended for new and returning students.

2) Learning Outcomes

Learning Strategies

- Understands learning styles and appropriate differentiation strategies.
- Effectively applies reading/note-taking skills essential for college success.
- Identifies obstacles to success in college and solutions for overcoming them.
- Participates in an academic discourse community.
- Identifies and accesses resources available to them in the college setting.
- Practices basic educational technology tools such as email, online discussion boards, etc.
- Understands outside influences on success.
- Effectively uses organizational and time management strategies to reduce stress and increase chance of success.

Classroom Participation

- Students will experience and practice academic language discourse
- Students will demonstrate effective oral communication skills

Executive Function

- Students will demonstrate knowledge of the college environment, including campus resources, library, academic advising and counseling, tutoring services, and writing and math help centers

3) Topics Covered

- Explicit identification and discussion of learning styles and associated student-directed modification.
- Explicit instruction in reading strategies and note-taking strategies
- Explicit instruction in organizational and time-management techniques.
- Embedded use of instructional technology (WebCT or similar content management system and practice with associated functions)
- Explicit discussion of the role of outside influences, nutrition/health, family support, etc., in college success.
- Explicit discussion of strategies for overcoming life obstacles to success.

3) Sample Syllabi and Guidelines

Below are general requirements for all FRCC Syllabi:

All faculty, full and part-time, will have a course syllabus available for distribution to students. This syllabus should be made available to students on the occasion of the first class meeting. Distance learning class syllabi will be available to students before the first class date.

A copy of each syllabus will be left on file with the appropriate department chair. The department chair will maintain copies of these syllabi for a period of not less than one year.

All FRCC syllabi will contain the following components:

1. Course name, prefix, number, section, and semester.
2. FRCC Catalogue Course description.
3. Course prerequisites and corequisites.
4. Meeting times and location including the days of the week, class times, room, and campus location.
5. Teacher's name, phone, email, FRCC homepage website address.
6. Office hours (times and location).
7. Textbooks (required and optional) and other required materials. For texts include a complete citation of title, author, publisher, and edition. Please note if texts are special edition. (ISBN recommended)
8. A list of the primary goal(s)/ objective(s) for the course as consistent with the curriculum content guide.
9. Course requirements (exams, quizzes, projects, papers, etc) and the contribution of each towards the final grade (percentage, points, etc.).
10. Grading scales and standards.
11. Tentative schedule.
12. For the date of each meeting or each week, specify: the subject matter/ topics to be covered (e.g., lectures, field trips, guest instructors, etc.), pre-class readings.
13. Graded assignment due dates (e.g., homework, quizzes, papers, projects).
14. Exam dates.
15. Important dates:

- Last day to drop with refund
 - Last day to withdraw
 - If your class is not the typical 15- week semester, be sure to list drop date and withdraw date that applies to your course.
16. This statement: "Students with disability are encouraged to contact the Office of Special Services to arrange for accommodations and support services."
17. Class policies and procedures regarding:
- Late work and make-up exams, etc.
 - Attendance, and if appropriate, class participation.
 - Academic honesty. Refer to the student code of conduct in the Student Handbook.
 - Any messages you deem important and appropriate to communicate with your students (i.e., food and drinks in class, sleeping in class, pagers, cell phones, decorum, etc.).
18. Include a note that the instructor reserves the right to modify the syllabus and calendar for the class.
19. Other information deemed appropriate by the instructor or the department.

4) Sample Lesson Plans

5) Sample Assignments

6) Recommended Texts

AAA 101:
College Success Seminar

AAA 101

1) State Curriculum:

Introduces students to college culture and prepares them for the challenges they will face in higher education. Through a series of interactive seminars, students discover learning in a multicultural environment and use college and community resources to attain education and career goals.

2) Learning Outcomes

Learning Strategies

- Learn and utilize strategies to improve academic success.
- Become active participants in the college community and transition successfully into college.
- Locate learner support programs, identify the services offered, and how to access them.
- Understand and follow college policies and procedures
- Identify degree and certificate programs and schedule appropriately
- Identify areas of academic interest and career goals to make an educational plan
- Identify and practice personal survival strategies.

Classroom Participation

- Students will experience and practice academic language discourse
- Students will demonstrate effective oral communication skills

Executive Function

- Students will demonstrate knowledge of the college environment, including campus resources, library, academic advising and counseling, tutoring services, and writing and math help centers

3) Topics Covered

- Explicit identification of institutional resources and practice using them.
- Explicit identification of degree requirements.
- Explicit identification and discussion of learning styles and associated student-directed modification.
- Explicit instruction in reading strategies and note-taking strategies
- Explicit instruction in organizational and time-management techniques.
- Embedded use of instructional technology (WebCT or similar content management system and practice with associated functions)
- Explicit discussion of the role of outside influences, nutrition/health, family support, etc., in college success.
- Explicit discussion of strategies for overcoming life obstacles to success.

4) Sample Syllabi and Guidelines

Below are general requirements for all FRCC Syllabi:

All faculty, full and part-time, will have a course syllabus available for distribution to students. This syllabus should be made available to students on the occasion of the first class meeting. Distance learning class syllabi will be available to students before the first class date.

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10. Grading scales and standards.
11. Tentative schedule.
12. For the date of each meeting or each week, specify: the subject matter/ topics to be covered (e.g., lectures, field trips, guest instructors, etc.), pre-class readings.
13. Graded assignment due dates (e.g., homework, quizzes, papers, projects).
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15. Important dates:

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- If your class is not the typical 15- week semester, be sure to list drop date and withdraw date that applies to your course.

16. This statement: "Students with disability are encouraged to contact the Office of Special Services to arrange for accommodations and support services."

17. Class policies and procedures regarding:

- Late work and make-up exams, etc.
- Attendance, and if appropriate, class participation.
- Academic honesty. Refer to the student code of conduct in the Student Handbook.
- Any messages you deem important and appropriate to communicate with your students (i.e., food and drinks in class, sleeping in class, pagers, cell phones, decorum, etc.).

18. Include a note that the instructor reserves the right to modify the syllabus and calendar for the class.

19. Other information deemed appropriate by the instructor or the department.

5) Sample Lesson Plans

6) Sample Assignments

7) Recommended Texts

AAA 095: Math Helps

**AAA 095
Math Helps**

1) State Curriculum:

Provides students with the opportunity to supplement their current math course with mathematical instruction individually designed to ‘fill in the holes’ of missing mathematical concepts. In addition, the course serves as a solid review of mathematical concepts in preparation for college level math courses. Students will study the content area needed for that student, as indicated by a diagnostic assessment.

2) Learning Outcomes

3) Topics Covered

4) **Sample Syllabi and Guidelines**

Below are general requirements for all FRCC Syllabi:

All faculty, full and part-time, will have a course syllabus available for distribution to students. This syllabus should be made available to students on the occasion of the first class meeting. Distance learning class syllabi will be available to students before the first class date.

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18. Include a note that the instructor reserves the right to modify the syllabus and calendar for the class.

19. Other information deemed appropriate by the instructor or the department.

5) Sample Lesson Plans

6) Sample Assignments

7) Recommended Texts

xvi. AAA Assessment and Evaluation of Student Progress

1. General Principles for Assessment and Evaluation
2. AAA assessment
 - c. Guidelines
 - d. Sample Assessments

1. General Principles for Assessment and Evaluation

Just as our philosophy asks us to vary the modalities in which we deliver instruction, those modalities are also considered when designing assessments for the course. A developmental population demands both traditional and alternative forms of assessment. This is not to say that students in ENG courses are not evaluated on their essay writing skills, or that students in MAT courses are not evaluated on problem-solving, but that alternative assessments are also used to assess students in a variety of contexts and allow students with varied learning styles to demonstrate their knowledge of the subject.

In addition to addressing diversity of learning styles in instructor-driven assessment, we incorporate student self-assessment throughout our courses. We encourage students to be active self-monitors of their learning through the use of skill checklists, reflection writing prompts that ask students to address their own progress, experimentation with processes, and opportunities to provide feedback to the instructor.

Across the developmental sequence, we strive to make the grading process as transparent to students as possible, so that students know before they begin an assignment what the distinct criteria for success on that assignment are. Because we meet students where they are, we are careful that our grading criteria reflects only what we have introduced and covered explicitly in class, knowing that the criteria can become more complex as a semester progresses. These things seem obvious, but because, as instructors, our frames of reference and schema are so much deeper than those of our students, it is easy to inadvertently assess based on our idea of what students should just know rather than on what we have explicitly taught them. It is therefore important to be mindful of sequence in assessment, just as we are mindful of sequence in delivery. Likewise, we should also remember that disciplines and skills, though taught separately in the sequence, are not so discrete in real life. For example, a summary assignment simultaneously tests reading and writing skills, and a word problem simultaneously tests both reading and math skills. It can be challenging to identify what skill is interfering with student success in these cases.

Grading for developmental courses at FRCC is criterion-referenced, meaning that it is possible for every student in our class to receive excellent grades if they master the course goals. Students should receive feedback as quickly as possible and should receive a full course grade at least three times a semester.

4. AAA Assessment

The following pages consist of sample AAA assessments.

VIII. Resources

Resources for Developmental Education Instructors

General Developmental Education Resources:

FRCC Dev. Ed. Web-CT Site

- Contact Claire Boyles for access: Claire.Boyles@frontrange.edu

National Association for Developmental Education

- www.nade.net

College Learning and Reading Association

- www.crla.net

English as a Second Language (ESL) Resources for Instructors:

Research-based Sites:

- www.iteachilearn.com
- http://www.salisbury.edu/community/tat/ESL_research_links.htm
- <http://www.caslt.org/research/esllinks.htm>
- www.eslcafe.com

Learning Disabilities Resources for Instructors:

- National Center for Learning Disabilities
www.nclld.org
- Landmark College
www.landmarkcollege.org

IX. References