

Porterville College, Language Arts Division
Addressing AB 705
Straw Design
April 14, 2018

Courses

1. More deliberate and formal (written into courses) integration of reading
2. Create a transfer level critical reading class (standalone and/or co-requisite)
3. Create other co-requisites (aside from 101AX), including ESL and reading co-requisites, and explore other models
4. Create other 1 unit classes
5. Research class (1 unit not a full semester)
6. Two semester 101A
7. Promote student autonomy through instructional scaffolding and other means
8. Consider expanding dual and concurrent enrollment in 101A
9. Figure out unit value for classes (considering adjunct load), consider: 1 unit classes and not full semester and non-credit classes (see Homework item)
10. Stipends for creating course curriculum

ENGL 101AL Course Unit Justification

"Highest Rate of Transfer" Schools: CSU/UC System

CSU FRESNO offers:

Course ID:	English 5A English 5 B
Course Title:	Academic Literacy I Academic Literacy II
Applicable for Major? Y/N	

6	UNITS
54x2	LECTURE hours (per term)
	LAB hours (per term)

CSU Bakersfield offers:

Course ID:	ENGL 920/ENGL 1109
Course Title:	Critical Thinking and Writing (3) Writing and Research(3)
Applicable for Major? Y/N	

6	UNITS
54x2	LECTURE (per term)
	LAB hours (per term)

This course provide students with an alternative to English 101A that relies on a pedagogy that is different from that of either 101A or 101A-1AX. We plan to offer this class three times a week for two hours on MWF. Also, 101AL will adopt a more incremental and sequenced approach to meeting the course requirements along with more frequent class meetings. This additional option is designed to meet the needs of students who prefer a slower pace with layered learning of academic writing skills (shorter papers before longer papers, analysis before source-bases papers and longer research papers.) The layered approach may also place less emphasis on collaboration and more attention on individual learning styles.

This class bears some resemblance to the "stretch" model that has been used at the CSUs to "stretch" freshman English over two semesters with students taking a 3-unit "part one" and a three unit "part two" their second semester. The difference is that this is a one semester class that "stretches" through the use of added units and additional class meetings.

The courses listed above illustrate the two semester stretch model which PC students will be completing in one semester. At CSU Fresno, students can choose to take Academic Writing I (3 units) their first semester and Academic Writing II (3 units) their second semester. At CSU Fresno students can choose to take ENGL 920 Critical Thinking and Writing (3 units) their first semester and ENGL 1109 Writing and Research (3 units) their second semester. Course description for ENGL 920 states: "This is a sequence course that will continue in ENGL 1109 for their second semester. Students will be moved together as a cohort into a section of ENGL 1109 for their second semester."

The success rate in all English classes during 2017-2018 was 67%. This includes both basic skills and transfer classes. Beginning in Fall 2019 all students will be placed directly into transfer. The English faculty have worked hard to design a plan that does not result in a dip in this student success rate. But maintaining a 67% success rate is not our goal. We would like to do better. And we can only do that if we more effectively meet the needs of the 30% of our students who currently not succeeding. English 101AL (along with the suite of 1-unit English classes) is a new approach that we think stands a good chance of meeting the needs of some students who are currently not succeeding. Of course we will want to follow the data closely to see who takes the three different pathways through transfer English and at what rate they succeed. But the best evidence we can give in support of English 101L are the 33% of our students who are not succeeding in our current classes.

CSU—Fresno

First-Year Writing Program

- [About the First Year Program](#)
- [FYW Options Chart](#)
- [FYW Decision Placement Chart](#)
- [Additional Resources](#)

About the First Year Program

The English Composition Program at California State University, Fresno welcomes you, and we look forward to working with you in our cutting-edge first-year writing program. We are writing to inform you of an important decision you need to make about the English composition class used to meet the university's General Education first-year writing requirement. We have designed a new method for placing students in composition classes: Directed Self-Placement (DSP). We want you to choose the first-year writing class that best meets your needs. Here are your three options:

Option 1: The Accelerated Program

English 10, Accelerated Academic Literacy (1 semester, 3 units)

Option 2: The Stretch Program

English 5A and 5B, Academic Literacy I and II (2 semesters, 6 units)

Option 3. The Program for Multilingual Speakers

Linguistics 6, Advanced English Strategies for Multilingual Speakers + Engl. 5A/B (3 semesters, 9 units)

[Arts &](#)[Humanities \(/artshum/\)](#) > [English \(/artshum/english/\)](#) >[Firstyear \(/artshum/english/firstyear/\)](#) >

First-Year Writing Program

English 5A and 5B: Academic Literacy I & II

English 5A and 5B "stretches" the reading and writing assignments over two semesters. The first semester starts with shorter assignments and moves toward more complex reading and writing at semester's end. The second semester builds on work in 5A and leads you through longer and more complex reading and writing tasks. This option will make the transition from high school to college reading and writing easier for you. Unless you really excel in English, we suggest this option. (2 semesters, 6 units)

These two courses have the same learning outcomes as English 10. The only difference is that there is more time to learn the conventions of academic writing. You should choose this option if you haven't done a lot of reading and writing or if you find reading and writing difficult. In addition, these classes will focus more on researching, citing, and including sources correctly in your writing. You will learn to read critically and to connect the reading with the writing that you will do.

Finally these courses include more direct instruction in language choice, sentence variety, and editing. Why take Option 2?

- Fulfills requirement in two semesters
- Emphasizes developing writing and reading strategies
- Gives you an entire year of work with the same peers & teachers
- Begins with less demanding assignments (3-5 pages)
- Offers more opportunities to revise papers and learn to read critically
- Eases transition to college reading and writing

Syllabi:

Sample [English 5A Syllabus \(/artshum/english/documents/undergrad/revised%205A%20syl%20F09.doc\)](#)

Sample English 5B Syllabus

Writing Assignments:

Sample English 5A Writing Assignment

Sample English 5B Writing Assignment

**California State University, Bakersfield
Composition Standards and Syllabus Template**

English 1100-1109 Stretch Course

From Critical Reading and Writing to Writing and Research

English 1100-1109 is a year-long stretch course. English 1100 is taken the first semester and, upon successful completion, is followed by English 1109 the second semester. Information in this document is broken down by English 1100 (first semester) and English 1109 (second semester) when applicable. Requirements and/or assignments **not** broken down by semester/class are required for **both** courses.

<p align="center">First-Semester English 1100 Critical Thinking and Writing Course Description</p>	<p align="center">Second-Semester English 1109 Writing and Research Course Description</p>
<p>Study of rhetorical patterns as critical thinking strategies to help students develop effective college-level writing skills. Frequent short papers in a variety of essay modes assigned, and the fundamentals of grammar, usage, punctuation, and spelling reviewed as necessary. This is a sequence course that will continue in English 1109.</p> <p>Students will be moved together as a cohort into a section of English 1109 for their second semester.</p>	<p>Practice in expository writing, including the college term paper. Includes frequent reading and writing assignments.</p>

Note: Please see the syllabus template for course prerequisites, learning outcomes, and other policies specific to English 1100-1109. Assignments should promote student *development* of the course learning outcomes.

<p align="center">First-Semester English 1100 Minimal Reading and Writing Assignments</p>	<p align="center">Second-Semester English 1109 Minimal Reading and Writing Assignments</p>
<p>Instructors should design assignments that transition students from reading to writing and that scaffold into one another whenever possible. For example, students could write a rhetorical analysis and summary of an assigned reading. The assigned reading could then be used for an in-class essay that becomes a draft of an out-of-class essay. Finally, the assigned reading could be a required source for the synthesis.</p> <p>At least 15 to 20 typed pages of writing throughout the semester (five to seven writing assignments) should be assigned, and most, if not all, writing assignments should reinforce reading skills in some way.</p> <p>Note: English 1100 must include instruction in the following skills, either as individual assignments or as part of a larger assignment, and also implement them to address the SLOs.</p> <ul style="list-style-type: none"> • Runner Reader Author's Visit (Fall Only)— Though not required, you may wish to incorporate the Runner Reader book into your fall curriculum. Some options include teaching part or all of the Runner Reader module; using the book for one of the in-class essays; using the book to teach summary, paraphrase, and/or reading strategies; or using the book as a source for the synthesis. You 	<p>Instructors should design assignments that truly integrate reading and writing. In addition, writing assignments should build toward and be used in the students' research papers whenever possible. Consider developing an umbrella topic for the course readings and the research paper (i.e., historic periods, legal issues, particular current events, or topical issues like censorship or software pirating).</p> <p>This course must address all three General Education themes in some way: Quality of Life, Sustainability and Social Justice, and Revolutionary Ideas.</p> <p>Assign at least 18 to 20 typed pages of writing throughout the quarter.</p> <p>Note: English 1109 must include instruction in the following skills, either as individual assignments or as part of a larger assignment, and also implement them to address the SLOs. In each case, instructors must reinforce how to correctly document sources and avoid plagiarism.</p> <ul style="list-style-type: none"> • Runner Reader (Fall Only)—Some aspect of the Runner Reader must be a part of this class in the fall semester. Some options include teaching part or all of the Runner Reader module; using the book for

- **In-class Essays/Writing Assignments**—At least two, but no more than three essays, 2 to 3 pages in length, should be written in class. To be eligible to pass English 1100, students must score a C- or higher on at least one in-class essay. Take into consideration that our new semester schedule has made our class meetings much shorter than they were in the quarter system and adjust your expectations accordingly.
- **Out-of-Class Essays**—At least two essay assignments, 2 to 3 pages in length, should be out-of-class essays that reinforce the writing process.
- **Synthesis**—One 3- to 4-page documented synthesis (informative or argumentative), **using two to three nonfiction sources provided by the instructor**, should be assigned towards the end of the semester. Using familiar sources helps you and your students readily identify and address issues of plagiarism.

At least two of these sources should be readings previously used for rhetorical analysis and reading response assignments.

The synthesis can count as one out-of-class essay.

organized in a point-by-point fashion—the original sources' ideas should be *synthesized* throughout the paper. In other words, a synthesis should *not* summarize each source separately.

- **Mini Research Paper**—Another version of this assignment that has also been successful is a mini-version of the research paper. Using this approach, the students are required to submit an argumentative essay based primarily on their own ideas rather than on those of their sources. This gives students some additional practice for the final research paper project. The page and source requirements remain the same as the synthesis described above (three to four pages; three to four sources).
- **Research Paper**—The research paper is usually the last assignment of the quarter, but it should be discussed from the beginning of the quarter.

The research paper should require 5 to 7 sources, including at least one each of the following: academic book, journal, and newspaper or other periodical. Internet sources should be justifiably academic, and instructors might set limits on how many Internet sources are allowed. The paper should be approximately 5 to 7 pages. MLA or APA format is recommended, but the instructor may allow other formats. This research paper should be properly documented with a Works Cited/References page.

- **Research Paper Process Assignments**—Various parts of the paper should be assigned as building blocks for the research paper. Here are some examples of research paper process assignments:
 - Working thesis
 - Thesis development/Prewriting
 - Research blogs
 - Working bibliography
 - Source evaluations
 - Annotated bibliography
 - Outline
 - Rough draft
 - Final draft

Research paper process assignments must include library skills. The library work you require should be equivalent to at least two class meetings. Each section of English 1109 will be assigned a librarian who is available to the students in that section. You should contact your assigned librarian to coordinate a visit during at least one of your class meetings. It is recommended that this class visit be approximately 1/3 into the semester (Week 4-6) so that your students have had time to discuss and narrow their research paper topics.