



IMPERIAL COMMUNITY COLLEGE DISTRICT  
IMPERIAL VALLEY COLLEGE  
COURSE OUTLINE-OF-RECORD

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**DIVISION:** English **DATE:** February 15, 2018  
**COURSE:** ENGL 055 Intensive Composition and Reading Lab **UNITS:** 1.00  
**LEC HRS:** 0.00 **ACTIVITY LAB HRS:** **LAB HRS:** 54.00  
**OUT OF CLASS HRS:** 0.00 **TOTAL STUDENT LEARNING HRS:** 54.00  
**CLASS SIZE:** 30 **ONLINE CLASS SIZE:** 30 **LARGE QUOTA:** No

**CROSS-REFERENCED COURSE:**

**I. COURSE/CATALOG DESCRIPTION**

This lab class offers intensive instruction in writing, research, reading, and critical thinking skills to promote success in a concurrent English 110 course. This course allows a qualified student to bypass English 009. This course follows the freshman composition co-requisite model of acceleration. (Nontransferable, nondegree applicable)

**II. A. PREREQUISITES, if any:**

**B. COREQUISITES, if any:**

ENGL 110 This is a course for students who have assessed into basic skills English 009 and desire to concurrently enroll in English 110: Reading and Composition.

**C. RECOMMENDED PREPARATION, if any:**

**D. RECOMMENDED COMPANION COURSE, if any:**

**III. GRADING CRITERIA**

Pass/No Pass Only

**IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":**

Upon satisfactory completion of the course, students will be able to:

1. Critically read, analyze, and evaluate a variety of primarily non-fiction texts for content and context.
2. Utilize appropriate pre- and post-reading strategies to analyze patterns of organization within a variety of texts.
3. Write grammatically correct sentences that adhere to conventions of written English.
4. Integrate the ideas of others through paraphrasing, summarizing, and quoting utilizing appropriate MLA format and guidelines.
5. Compose, evaluate, and edit an essay with an introduction, body, and conclusion, which includes organizing an essay around a controlling idea and developing main idea paragraphs with effective use of supporting details.

**V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:**

**Lab Outline**

1. Critically read, analyze, and evaluate a variety of primarily non-fiction texts for content and context.
2. Utilize appropriate pre- and post-reading strategies to analyze patterns of organization within a variety of texts.
3. Write grammatically correct sentences that adhere to conventions of written English.
4. Integrate the ideas of others through paraphrasing, summarizing, and quoting utilizing appropriate MLA format and guidelines.
5. Compose, evaluate, and edit a basic essay with introduction, body, and conclusion, which includes organizing an essay around a controlling idea and developing main idea paragraphs with effective use of supporting details.
6. Review and apply foundational writing skills including grammar and sentence structure.

**VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:**

#### Class Activity

Reviewing reading and writing assignments, working on areas of the writing process that is in

#### Objective

The course will include the successful completion of lab activities designed to assess the students progress in the skills connected to English reading, writing, and critical thinking.

#### Quizzes

#### Written Assignments

#### Problem Solving Exercise

### VII. INSTRUCTIONAL METHODOLOGY:

#### Lab Activity

The course is a lab component for some English 110 classes. As such, the primary instructional activities in the class will be geared toward improving and enhancing the students' understanding of the course material and assisting in the essay development process.

#### Distance Learning

### VIII. ASSIGNMENTS:

#### Reading and Writing

1. Read expository texts for the purpose of identifying author's purpose and audience, the main idea(s), and key supporting details. 2. Read model essays and the work of peers to identify strengths and/or weaknesses. 3. Read and evaluate texts for relevancy, appropriateness, and accuracy. 4. Read fiction and non-fiction texts for the purpose of identifying effective rhetorical moves and developing the ability to understand and use complex grammatical constructions.

1. Engage in work at all stages of the writing process: prewriting, brainstorming, freewriting, drafting, revising, editing, and reflecting upon one's own work. 2. Write short essays, reflection journals, reading responses, and summaries in support of English 110 expository writing assignments.

### IX. TEXTBOOK(S) AND SUPPLEMENT(S):

Hacker, Diana and Nancy Sommers 2015. *A Writer's Reference* 8th. Bedford/St. Martin's  
Langan, John 2015. *English Essentials* 2nd. Townsend Press

### X. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Students will be able to write an expository essay that demonstrates competence in both form and content. The essay will 1) address the writing task 2) be organized 3) use details and examples to support the thesis and 4) demonstrate facility with grammar and syntax.

### XI. ADDENDUM

#### Distance Education Addendum

##### Delivery Method:

Online Hybrid (51% or more of course is held on-campus)

Online/Web-based

##### Contact Types and Frequency:

This course complies with the [IVC Regular Effective and Substantive Contact Guidelines](#) by providing the following contact types:

Orientation at start of course - Once  
Announcements/Bulletin Boards - Weekly  
Chat Rooms - Weekly or as needed  
Discussion Boards - Weekly or as needed  
Email Communication - As needed  
Online Group Collaboration - As needed  
Scheduled Face-to-Face Meetings - As needed  
Podcasts - As needed  
Virtual Office Hours - Weekly  
Other (describe) - As needed to meet course objectives

This course complies with the American's with Disabilities Act Section 508 as described in the [IVC Distance Education Handbook](#)

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