

Cabrillo College

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Dr. Steve Schessler (stschess@cabrillo.edu)

COURSE NAME: English C1000 + English 101A

UNITS: English C1000 (3 units) + English 101A (2 units)

REGISTRATION: For sections of English C1000 with support, students enroll only in C1000 and automatically are enrolled in English 101A; if they drop C1000, they do need to drop 101A separately

PLACEMENT: English C1000 + English 101A is recommended for students with a high school GPA of 2.59 or below and highly recommended for students with a high school GPA of 1.9 or below. Students learn this information through guided placement and / or conversations with counselors. We don't have software to block registration access based on GPA, so while these are our recommendations, any student is able to enroll in a course with corequisite support.

SCHEDULE: Various. The majority of sections are taught with a fully in-person English C1000 immediately followed by a fully in-person English 101A; in some cases, both sections are fully online; in a few, the English C1000 is fully in-person and the English 101A is asynchronous online; in one, both classes meet once a week in a hybrid format; in one, students have a synchronous zoom for their online English C1000.

TEXTBOOK: Mix of OER and provided handouts. Representative texts include:

- Downing, Skip (2017). *On Course Strategies for Creating Success in College and in Life* (8th/e). Cengage. ISBN: 1305397479
- Fielding, Audrey (2003). *Building Academic Literacy: An Anthology for Reading Apprenticeship* Jossey-Bass. ISBN: 0787965553
- Carillo, Ellen C. (2017). *A Writer's Guide to Mindful Reading* Boulder University Press of Colorado. ISBN: 9781607327776

COURSE MANAGEMENT SYSTEM: Canvas, with an integrated shell for

GRADING: P/NP

- Learning journals
- Summaries of readings
- Self-analysis of writing for grammatical correctness, punctuation, sentence boundaries, essay organization, overall style and mechanics, and essay formatting according to citation style
- Revision and editing
- Critical reading annotations
- Research skills with library services, including source evaluation and documentation

ACTIVE LEARNING: Students learn critical thinking engagement, elements of writing support, tools for reading reinforcement, and best practices for enhanced research writing. They

apply these lessons to their writing and reading assignments in English C1000, often with in-class time for immediate application of lecture material to practice. Students:

- Participate in individual, collaborative, and creative activities that lead to reading, writing and research literacy, including the development of self-agency, meta-cognition, and an academic identity in relation to college culture.
- In small groups, use various reading, writing, and research strategies to assignments in-progress.
- Write, edit, and proofread their own and other student writing.
- Analyze and respond to college-level texts
- Research topics appropriate for college-level projects

GROWTH MINDSET: Course objectives include:

- applying strategies for meta-cognitive awareness of writing processes appropriate for the theme of the linked English C1000 course
- interpreting texts to enhance meta-cognitive awareness of learning processes, including the investigation of collaborative practices, emotional intelligence, and interdependency
- utilizing habits of mind in academic reading, writing and research, such as motivation, resilience, persistence, resourcefulness, self-advocacy.

To meet these objectives, course content includes:

- strategies for engagement and persistence in academic reading, writing, and research
- personal action plans to promote self-advocacy in the college composition classroom by interpreting texts on meta-cognitive awareness, including topics such as stress management, time management, social skills development, and emotional intelligence
- reading, writing, and research literacy through investigation of the relationship between texts and the self, others, society, and the college environment. Topics may include analyzing race, class, gender, sexuality, religion, citizenship status, etc., and the development of personal, social, and cultural identities.

EXAMPLE ASSIGNMENT: [Critical Annotation Assignment: Reading, Thinking, and Learning in Action](#)