

ENGL 0302/College Preparatory Course

Developed in collaboration between Amarillo College and Amarillo ISD

Student Learning Outcomes

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student's writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability.
10. Recognize and apply the conventions of Standard English in reading and writing.

Grading Criteria

Essays = 50%

Other minor assignments = 30%

Final Examination = 20%

Students must earn a 70% or higher to pass ENGL 0302 and thereby meet college readiness requirements as specified by TEC 28.014.

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Module 1: Diagnostic Argumentative

6 weeks: August 25-October 3

1. Read the assigned article: “Technology in the Classroom: Friend or Foe?”
2. Writing Assignment: Many students must use technology more and more in the classroom and at home to do their school work. Some believe technology makes learning more efficient and effective. Others think that technology hinders learning. Using your own experiences with technology in the classroom and what you learned in the article “Technology in the Classroom: Friend or Foe?” writing a composition that explains whether you prefer using technology in the classroom or whether you would rather not be required to use technology in the classroom. Explain the reasons why you believe technology enhances or detracts from your learning. Be sure to provide two or three reasons to support your opinion. Make sure to include a strong thesis statement within the introduction paragraph, document relevant support for the argument within the body paragraphs, and summarize your claim (opinion/thesis) in the concluding paragraph.
3. Grammar mini-lessons: address major student errors from diagnostic and teach 4 comma rules
4. Active reading strategy: charting “Technology in the Classroom: Friend or Foe?”
5. Read the assigned article: “The Minecraft Miracle: Teachers Tell Students to Go Play a Video Game”
Instruction and skills to include:
 - a. Charting*
 - b. Topic, main idea, major/minor details
 - c. Summarizing*
 - d. Text structures (titles, subtitles, graphics)
6. Read the assigned article: “Online Behavior Jeopardizing College Plans”
Instruction and skills to include:
 - a. Purpose, audience, tone
 - b. Summary response*
 - c. Vocabulary: Frayer model, context clues
7. Writing skills instruction during writing process
 - a. Thesis statement development*
 - b. Introduction paragraphs
 - c. Revise for content and clarity
 - d. Edit for comma usage
8. Revise diagnostic essay utilizing all previous skills and instruction and incorporating any new information from other articles

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Module 2: Reflective Essay

5 weeks: October 6-November 7

1. Read the assigned article: “Nine Essential Qualities of Mindfulness”*

Instruction and skills to include:

- a. Active reading strategy: charting*
- b. Purpose, tone, point of view
- c. Vocabulary strategies: connotation, denotation, synonyms, antonyms
- d. Informal reading response*
- e. MLA format for text citation*
- f. Preview writing assignment
- g. Prewriting strategy for gathering ideas for reflective essay

2. Read the assigned article: “The Truth about Multi-tasking”*

Instruction and skills to include:

- a. Active reading strategy: outlining*
- b. Fact/opinion, author’s purpose, audience
- c. Paraphrasing*
- d. Organizational structure
- e. Vocabulary strategies: word parts, word pyramid, *
- f. Prewriting strategy for gathering ideas for reflective essay

3. Read the assigned article: “How to Multitask”*

Instruction and skills to include:

- a. Active reading strategy: mapping
- b. Make connections to other texts, situations, or disciplines
- c. Inferences using graphics and text
- d. Summary response*
- e. Prewriting strategy for gathering ideas for reflective essay

4. Writing Assignment: Many students believe they are more efficient and effective when they do multiple things at once, multitasking. Are you more efficient and effective when you multitask or when you practice mindfulness? How does either multitasking or mindfulness impact you, personally? Write an essay that describe how you are most effective (multitasking or mindfulness) and the impact that it has on your life (personally, at work, and at school). Use what you learned from the articles “The Truth about Multitasking,” “How to Multitask,” and “Nine Essential Qualities of Mindfulness” to respond.”

5. Writing skills instruction during the writing process

- a. Paragraph review: main ideas, details, topic sentences, coherence
- b. Organization and transitions

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- c. Grammar mini-lessons: types of sentences (compound, complex, compound-complex) and sentence combining
 - d. Revise for sentence structure, organizational structure, unity
 - e. Peer review: paragraph development, sentence variety, essay organizational structure, thesis statement
6. “An Ugly Toll of Technology: Impatience and Forgetfulness”*
- Instruction and skills to include:
- a. Reading like a writer to identify: paragraph development, sentence variety, essay organizational structure, thesis statement
7. Revise and edit final draft of reflective essay

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Module 3: Persuasive Essay

6 weeks: November 10-December 19

1. Read the assigned article: “The Good News and the Bad News about College Students and Technology”*

Instruction and skills to include:

- a. Active reading strategy: T-chart*
- b. Purpose, tone, audience
- c. Vocabulary strategies: context, minute sketches, word parts
- d. Summary response
- e. Prewriting strategy for gathering ideas for persuasive essay

2. Read the assigned article: “Who Needs College?”*

Instruction and skills to include:

- a. Active reading strategy: annotate for fact/opinion, author’s purpose, claim/thesis, organizational structure*
- b. Inferences using content, vocabulary, author’s purpose
- c. Prewriting strategy for gathering ideas for persuasive essay

3. Writing Assignment: After reading “The Good News and the Bad News about College Students and Technology” and “Who Needs College,” you have learned varying perspectives about the reasons people go to college and who college benefits. Should students choose to go to college primarily for the pursuit of financial success or for the pursuit of knowledge? Write an essay in which you develop your own point of view on this issue. Support your position with appropriate reasons and examples.

4. Read TSI materials

Skills and instruction to prepare students for TSI should include:

- a. Reading test:

Multiple choice:

- i. Literary analysis-Fiction or literary nonfiction
 1. Point of view, setting, plot, characterization, theme
 2. Figurative language
 3. Word choice, style, tone, syntax
- ii. Main idea and supporting details-informational/expository
- iii. Inferences in a text or texts-informational/expository
 1. Synthesize ideas by making a comparison or connection between two passages with differing viewpoints
 2. Infer meaning in a single passage, draw logical conclusions
- iv. Author’s use of language

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1. Author's purpose, tone, organizational or rhetorical strategies, and use of evidence
2. Meaning of words in context
- b. Writing test:
 - Multiple choice:
 - i. Essay revision
 1. Coherence, organization, and word choice
 2. Rhetorical effectiveness and use of evidence
 - ii. Agreement
 1. Subject-verb agreement
 2. Pronoun agreement
 3. Verb tense
 - iii. Sentence structure
 1. Comma splices and run-ons
 2. Improper punctuation
 3. Fragments and parallelism
 4. Subordination and coordination
 - iv. Sentence logic
 1. Correct placement of modifying phrase and clauses
 2. Use of logical transitions

Persuasive essay

5. Writing skills instruction during the writing process
 - a. Essay structure: Introduction, body paragraphs, conclusion
 - b. Paragraph development
 - c. Supporting evidence
 - d. Grammar mini-lessons: verb usage and agreement and grammar mistakes identified from diagnostic writing
 - e. Revise for essay structure, paragraph development, and supporting evidence
6. Revise and edit final draft of persuasive essay

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Module 4: Analysis Essay

6 weeks: January 5-February 13

1. Read the assigned article: “Online Schools: Pass or Fail?”*

Instruction and skills to include:

- a. Active reading strategy: charting*
- b. Complex inferences
- c. Summary response*
- d. Annotated bibliography*
- e. Prewriting strategy for gathering ideas for analysis essay

2. Read the assigned article: “When Technology Tools Trump Teachers”*

Instruction and skills to include:

- a. Active reading strategy: outlining*
- b. Paraphrasing*
- c. Annotated bibliography*
- d. Identify valid points of supporting evidence
- e. Vocabulary strategies: connotation, denotation, context
- f. Prewriting strategy for gathering ideas for analytic essay

3. Read the assigned article: “A Virtual Revolution Is Brewing for Colleges”

Instruction and skills to include:

- a. Active reading strategy: note-taking
- b. Make connections to other texts, situations, or disciplines
- c. Informal reading response*
- d. Embedded quotations
- e. Annotated bibliography*
- f. Prewriting strategy for gathering ideas for analytic essay

4. Writing Assignment: Use the assigned readings over online schools and online education and further assigned readings to compose an analysis essay exploring three things you learned about the topic. Make sure to include an introduction paragraph with a strong thesis statement that hooks the reader, three body paragraphs that explore what you learned about the topic from both the reading(s) and your research, and a conclusion paragraph that summarizes your analysis of the topic.

5. Writing skills instruction during the writing process

- a. Supporting evidence
- b. Integrating quoted material with MLA format
- c. Coherence and transitions

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- d. Grammar mini-lessons: punctuation (semicolon, apostrophe, colon), plural/possessive, commonly misused homonyms (you're, your; there, their, they're, etc.)
 - e. Revise for coherence, well-chosen evidence and quoted material, audience, purpose, tone
 - f. Peer review: coherence, well-chosen evidence and quoted material, audience, purpose, tone
6. Read the assigned article: "Study Shows Mixed Results for Massive Open Online Courses"
Instruction and skills to include:
- a. Reading like a writer to identify: coherence, well-chosen evidence and quoted material, audience, purpose, tone
7. Revise and edit final draft of analytic essay

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Module 5: Research Argument Essay

7 weeks: February 16-April 10

1. Read the assigned article: “Fun, It’ll Cost Ya”

Instruction and skills to include:

- a. Active reading strategy: charting*
- b. Credibility of sources
- c. MLA documentation, including in-text citations and works cited page
- d. Summary response*
- e. Annotated bibliography*
- f. Prewriting strategy for gathering ideas for research argument essay

2. Read the assigned article: “When Did College Become a Place to Survive?”

Instruction and skills to include:

- a. Active reading strategy: note-taking*
- b. Paraphrasing*
- c. Annotated bibliography*
- d. Relevance and reliability of source materials
- e. Prewriting strategy for gathering ideas for research argument essay

3. Read the assigned article: “Students Balance Work, School

Instruction and skills to include:

- a. Active reading strategy: student choice*
- b. Thesis statement from readings*
- c. Embedded quotations
- d. Annotated bibliography*
- e. Vocabulary strategies: academic and specialized language
- f. Drafting strategy (flash draft, 11-minute essay)

4. **Writing Assignment:** Deciding whether to work while attending school is an important discussion that can have repercussions on a student’s success in college. For some students, taking a job is not a matter of choice, but necessity. They need to work to pay for college or even to supplement family income.

Studies show that students who work are more confident and possess better time-management skills than students who are not employed. In addition to offering a paycheck, some independence and satisfaction, a part-time job can provide both training and experience. Working teaches students about responsibility and can also reinforce what they are learning in class. Many students must work to pay for college and to pay for their living expenses while in college. However, it may not be wise for working students to attend school full time.

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On the other hand, experts agree that students who work more than 15 to 20 hours per week often experience decreased school success, which can lead to dropping out entirely. Working long hours can also limit opportunities to build friendships and explore interests that enhance intellectual and emotional development. If working will interfere with completing schoolwork, participating in extracurricular activities, spending time with family and friends or getting enough rest, it may not be a wise decision to work and go to college.

Topic: Based on the assigned readings, readings throughout the course, outside research, and your personal experiences on working while in school, argue whether or not students can work and still be successful at school. Document your sources in your paper using MLA format. Use the resources read in class and at least one other source you've found through research.

5. Writing skills instruction during the writing process
 - a. MLA format
 - b. Meaning and consequences of plagiarism
 - c. Grammar mini-lessons: misplaced and dangling modifiers, agreement (SV, Pronoun/antecedent)
 - d. Revise for thesis statement, well-chosen evidence and quoted material, essay structure, MLA format, 3rd person
 - e. Peer review: thesis statement, well-chosen evidence and quoted material, essay structure, MLA format, 3rd person
6. Read the assigned article: "Balancing College Coursework with a Job"
Instruction and skills to include:
 - a. Reading like a writer to identify: thesis statement, well-chosen evidence and quoted material, essay structure, MLA format, 3rd person
7. Revise and edit final draft of research argument essay

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Module 6: Analysis Essay and Persuasive Essay The two components of this module may be reversed, depending upon when your campus is administering the TSI.

7 weeks: April 13-May 29

1. Read the assigned article: “Matching Education to Jobs”*
Instruction and skills to include:
 - a. Active reading strategy: charting*
 - b. Complex inferences
 - c. Analyze and synthesize information
 - d. Make connections to other texts, situations, or disciplines
 - e. Informal reading response

2. Read the assigned article: “A Conversation with Bill Gates on Education’s Future”
Instruction and skills to include:
 - a. Active reading strategy: charting*
 - b. Complex inferences
 - c. Analyze and synthesize information
 - d. Informal reading response
 - e. Identify valid points of supporting evidence

3. In-class Final Writing Assignment: Students may bring reading notes, articles, and any prewriting completed to assist in writing the final essay.

Based on the assigned readings, readings throughout the course, any outside research, and your personal experiences, determine three major changes or improvements that need to be made to higher education and/or the funding of higher education. Synthesize these ideas/initiatives into a claim that can be defended in an essay. Make sure to include a strong thesis statement within the introduction paragraph, document relevant support for the argument in the body paragraphs, and summarize your claim in the concluding paragraph.

4. Read TSI materials

Skills and instruction to prepare students for TSI should include:

- a. Reading test:
Multiple choice:
 - i. Literary analysis-Fiction or literary nonfiction
 1. Point of view, setting, plot, characterization, theme
 2. Figurative language
 3. Word choice, style, tone, syntax
 - ii. Main idea and supporting details-informational/expository

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- iii. Inferences in a text or texts-informational/expository
 - 1. Synthesize ideas by making a comparison or connection between two passages with differing viewpoints
 - 2. Infer meaning in a single passage, draw logical conclusions
- iv. Author's use of language
 - 1. Author's purpose, tone, organizational or rhetorical strategies, and use of evidence
 - 2. Meaning of words in context
- b. Writing test:
 - Multiple choice:
 - i. Essay revision
 - 1. Coherence, organization, and word choice
 - 2. Rhetorical effectiveness and use of evidence
 - ii. Agreement
 - 1. Subject-verb agreement
 - 2. Pronoun agreement
 - 3. Verb tense
 - iii. Sentence structure
 - 1. Comma splices and run-ons
 - 2. Improper punctuation
 - 3. Fragments and parallelism
 - 4. Subordination and coordination
 - iv. Sentence logic
 - 1. Correct placement of modifying phrase and clauses
 - 2. Use of logical transitions

Persuasive Essay Writing Assignment: Many of us spend hours in front of our computers and communicate more by e-mail or instant-messaging than in person. Some people believe that this is good because it helps shy people communicate more openly with others. Others believe that computer communication prevents us from developing interpersonal skills and limits our ability to have meaningful relationships with others.

Write an essay in which you develop your own point of view on this issue. Support your position with appropriate reasons and examples.