

ENGL 100/52: HIGHLY SUPPORTED ENGL 100

The 100/52 co-requisite option offers students with an ENGL 50 recommendation an opportunity to fulfill the transfer-level ENGL 100 requirement with the assistance of a 2-unit ENGL 52 support class. ENGL 52 offers intensive practice in the skills needed to read college-level texts and compose college-level essays. Highly supported ENGL 52/100 is best suited for students who have a strong work ethic and a motivation to work through the complexity of transfer level writing assignments.

EXPECT to be CHALLENGED by activities and assignments concentrating on active reading, critical thinking, as well as argumentative and reflective writing. Students are required to complete homework assignments and to fulfill outcomes for ENGL 52 in addition to the expectations of ENGL 100.

EXPECT to be SUPPORTED by the same ENGL 100 instructor who tailors teaching based on individual student needs and focuses on skills essential to successfully meeting the learning outcomes and objectives of ENGL 100. ENGL 52 provides a supportive environment so students are equipped to read, think, and write at the pace and with the rigor expected in ENGL 100.

GOALS of ENGL 52

- **READ:** Model paragraphs and essays as well as the writing of classmates to identify strengths and/or weaknesses. Apply reading and annotation strategies for comprehension of professional and academic essays, articles, and/or chapters encountered in English 100.
- **WRITE:** Reflections, evaluating one's writing and reading process and skills; responses to classmates' work, providing feedback for revision; summaries and analysis, responding to assigned texts.
- **TARGET SKILLS:** Develop awareness of reading and writing as recursive processes. Develop purposeful strategies for generating, drafting, and revising essays and for evaluating sources gathered from library resources.
- **GRAMMAR:** Apply proofreading strategies for clarity and coherence. Apply stylistic choices within sentences that manage conventions, clarity, concision, and correctness as well as integrate inferred ideas and direct quotes from sources according to MLA

SAMPLE FIRST READINGS & ESSAY PROMPTS

- In-class Journal Question: Write about a time when you wished your family was somehow different. What caused your dissatisfaction? What did you want your family to be like? Was your dissatisfaction ever resolved? The journal question contextualizes journal articles to be read in the ENGL 100 analysis of "family."
- Summarize "A Sinister Freedom." Imagine you are writing for readers who have read the article (although they won't have the pages in front of them) and who are confused about its arguments. What is it about? What are its key arguments? What are its examples and conclusions?