

ENGL-96: ACCELERATED ENGLISH

Effective Term

Fall 2025

CC Approval

03/07/2025

AS Approval

03/13/2025

BOT Approval

03/20/2025

COCI Approval

04/30/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

English (Master's Degree)

And/Or

Subject Code

ENGL - English

Course Number

96

Department

English (ENGL)

Division

Language and Developmental Studies (LADS)

Full Course Title

Accelerated English

Short Title

Accelerated English

CB03 TOP Code

1501.00 - English

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating common course numbering course change.

SECTION B - Course Description

Catalog Course Description

English 96 is a support lab designed to build students' skill level and confidence in academic reading and writing. The course emphasizes the relationship of reading, thinking, and writing, providing instruction in critical reading skills and essay development to promote success in a concurrent transfer-level English 120 course.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Pass/No Pass Only

Allow Audit

Yes

Requisites

Corequisite(s)

Concurrent enrollment in ENGL-C1000, ENGL-120A, or ENGL-120B.

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

C1000

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

Concurrent enrollment in ENGL-120, ENGL-120A or ENGL-120B.

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

120A

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

Concurrent enrollment in ENGL-120, ENGL-120A or ENGL-120B.

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

120B

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

Concurrent enrollment in ENGL-120, ENGL-120A or ENGL-120B.

SECTION D - Course Standards

Is this course variable unit?

Yes

Units

0.50

Units Maximum

2.00

Lab Hours

27.00

Lab Hours Maximum

108.00

Outside of Class Hours

0

Outside of Class Hours Maximum

0

Total Contact Hours

27

Total Contact Hours Maximum

108

Total Student Hours

27

Total Student Hours Maximum

108

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

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

1. Think, read, and write critically.

Course Objectives

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

1. Read, comprehend, and analyze college-level texts of varying lengths, styles, and subjects and representing a variety of cultures and perspectives.
2. Demonstrate an awareness of the writing process, specifically the ability to plan, draft, revise, and edit.
3. Write a clearly conceived and well-formulated essay, reasonably free from errors.

4. Demonstrate ability to incorporate summary and quotations, presenting and citing references to outside sources correctly according to MLA in-text citation guidelines.

Course Content

OUTLINE OF TOPICS: The following topics are included in the framework of the course but are not intended as limits or requisites on content. The relative emphasis and coverage will vary with instructors.

1. Recognize and understand the relationship of critical reading, critical thinking, and the writing process
2. Apply strategies and behaviors that demonstrate awareness of the nuances of academic culture
3. Identify main and supporting ideas and underlying structure
4. Draw inferences
5. Summarize and paraphrase texts
6. Determine organization of college-level texts of varying lengths, genres, styles, and subjects
7. Use vocabulary that reflects fluency in academic culture
8. Apply reading methods to improve reading comprehension
9. Demonstrate ability to read and respond critically to texts
10. Synthesize information from different sources to form an opinion
11. Participate in classroom discussion and collaborative learning experiences
12. Demonstrate a clear thesis as well as the ability to move from general statement to specific support
13. Demonstrate a logical progression of thought that is clearly apparent in the essay
14. Demonstrate academic English, including the conventions of punctuation, mechanics, and spelling
15. Understand and avoid the various forms of plagiarism (intentional and unintentional)

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	In-class and homework writing assignments. Hands-on practice of writing and response. Group work and peer-review.
Discussion	
Individualized Instruction	Students are directed to Writing Success Centers for individualized support with specific, identified skill needs. Embedded Tutoring.
Lab	
Lecture	

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Quizzes	Grammar quiz. Quiz on proper citation of direct quotes.
Portfolios	A portfolio of drafts leading to a final paper. A portfolio of weekly reading responses.

Essays/Papers	Text analysis draft Argumentative draft
Other	Written Exercises Journal Writing or reading responses Pre-writing Outlining Group Discussion Peer review and group activities

Assignments

Reading Assignments

Students are required to comprehend, analyze, evaluate, and respond to college-level texts and related mediums of information.

Example: Read non-fiction texts for the purpose of identifying main ideas and key supporting details.

Example: Read model essays and peer writing to identify strengths and/or weaknesses.

Writing Assignments

Assignments should include written work done in class, participation in peer writing groups and/or tutorials with the professor.

Examples: Write reflection journals, reading responses, summaries and essay drafts in support of English 120 writing assignments.

Examples: Engage in work at all stages of the writing process: planning, drafting, revising, editing, and reflecting upon one's own work.

Other Assignments

Students will be directed to Success Centers for instruction in primary Course Objectives as well as in identified, individual learning needs.

Example: Go to the Writing Success Center and write the diagnostic.

Example: Work through the Writing Center Module on Punctuation and Proper Comma use. After reviewing the materials and example, take the assessment quiz to develop skill proficiency. Once complete, work with an Instructional Assistant to review comma use in one of your own written documents.

Example: Participate in Writing Success Center module introducing Essay Types and Structure. Review the materials and apply them to a current essay assignment. Follow up with instructional support to reflect upon and assess your developing essay structure.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Palmquist, Mike

Title

The Bedford Researcher

Edition/Version

6th

Publisher

Macmillan

Year

2018

Material Type

Textbook

Author

Graff, Gerald

Title

They Say / I say: The Moves That Matter in Academic Writing, with 2016 MLA Update

Edition/Version

3rd

Publisher

W.W. Norton & Co

Year

2016

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000604614

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

Yes