

# ENG 002 – Transition English

## COURSE DESCRIPTION:

Prerequisites: none

Corequisites: none

This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

Course Hours Per Week: 6, Semester Hours Credit: 3.

## LEARNING OUTCOMES:

Upon completing requirements for this course, the student will be able to:

1. Practice pre-reading, reading, and post-reading strategies with course texts to aid comprehension.
2. Distinguish structural elements of paragraphs including the main idea, major details, and minor details.
3. Locate structural elements of longer texts such as the thesis, supporting reasons, and examples.
4. Identify passage elements such as author's purpose, author's point of view, author's use of facts and opinions, author's intended audience, and author's use of tone in a text.
5. Examine how passage elements such as author's purpose, author's point of view, author's use of facts and opinions, author's intended audience, and author's use of tone in a text contributed to the author's overall argument.
6. Utilize the Writing Process when composing original texts.
7. Compose original texts with a focused main idea or thesis and developed, coherent support.
8. Illustrate MLA standards that include a heading, page numbering, indented paragraphs, and double-spacing when composing original texts.
9. Employ Standard Written English rules when composing texts.
10. Make ethical use of technology when composing texts.

## OUTLINE OF INSTRUCTION:

- I. Reading and Writing Strategies
  - A. Choose and employ appropriate reading strategies
  - B. Activate prior knowledge
  - C. Annotate, highlight, and underline texts to identify key pieces of information
  - D. Use context clues and affixes to comprehend texts and expand personal vocabularies
  - E. Distinguish between connotative and denotative meanings
  - F. Identify stated and implied main ideas
  - G. Recognize organizational patterns
  - H. Summarize texts

- I. Employ pre-writing strategies to narrow focus and establish a clear main idea (thesis statement)
  - J. Generate supporting details for a specific purpose and audience
  - K. Determine appropriate organization
  - L. Compose and revise for a clear main idea
  - M. Compose and revise for adequate support
  - N. Edit for correct grammar, spelling, and use of mechanics
  - O. Use MLA guidelines for margins, font, and header
  - P. Use appropriate technology for preparing texts
- II. Critical Thinking Strategies
- A. Determine author's purpose
  - B. Determine author's point of view
  - C. Identify fact and opinion
  - D. Use inferences
  - E. Recognize an author's point of view
  - F. Recognize an author's purpose for writing
  - G. Use tone appropriate for academic assignments
- III. Compose Texts
- A. Identify thesis statements
  - B. Write thesis statements
  - C. Use specific and adequate support
  - D. Identify points that are off-topic
  - E. Compose body paragraphs that support the thesis
  - F. Employ a variety of transitional words and phrases
  - G. Use a variety of sentence structures
  - H. Identify and correct errors in spelling, capitalization, grammar, and punctuation
  - I. Use technology to generate writing
  - J. Use appropriate word processing programs
  - K. Use technology to draft and revise
  - L. Use technology in an ethical manner to prepare final drafts according to MLA guidelines

**REQUIRED TEXTBOOK AND MATERIAL:**

The textbook and other instructional material will be determined by the instructor.