

CATALOG INFORMATION

Dept and Nbr: ENGL 100B      Title: WRITING IMPROVEMENT  
Full Title: Writing Improvement  
Last Reviewed: 7/3/2002

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable  
Grading:                Grade Only  
Repeatability:        00 - Two Repeats if Grade was D, F, NC, or NP  
Also Listed As:  
Formerly:

Catalog Description:  
Development of composition and critical thinking skills necessary for college work.

Prerequisites/Corequisites:  
Qualifying English placement scores (APS & essay); or concurrent enrollment in or completion of ENGL 100A or ENGL 100; OR completion of ENGL 357 and ENGL 357L with credit. For ESL students, completion of ESL 318 with grade of "C" or prior enrollment in ENGL 100B or ENGL 100.

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:  
Description: Development of composition & critical thinking skills necessary for college work. (Grade Only)  
Prerequisites/Corequisites: Qualifying English placement scores (APS & essay); or concurrent enrollment in or completion of ENGL 100A or ENGL 100; OR completion of ENGL 357 and ENGL 357L with credit. For ESL students, completion of ESL 318 with grade of "C" or prior

enrollment in ENGL 100B or ENGL 100.

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	A	English Composition	Fall 2002	Fall 2009
	A	English Composition	Fall 1981	Fall 2002
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>	
<b>UC Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>	

**CID:**

**Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

The students will:

1. Complete a minimum of 4000 words of prose. The majority will be expository and argumentative prose.
2. Demonstrate, by means of at least two essays, an understanding of the basic process of writing narration and description, including the ability to do the following:
  - A. Use prewriting techniques such as brainstorming, clustering, freewriting, and journal writing.
  - B. Develop details.
  - C. Identify the basic parts of a sentence.
  - D. Identify and correct sentence fragments and run-ons.
  - F. Proofread.
3. Demonstrate, by means of at least three essays, an understanding of exposition, including the ability to do the following:
  - A. Develop a quality thesis.
  - B. Select an appropriate point of view.
  - C. Determine dominant structures, such as classification, comparison and contrast.
  - D. Link ideas with appropriate transitions.
  - E. Develop style by sentence combining.
  - F. Edit, with particular attention to punctuation, syntax and wordiness.
4. Demonstrate, by means of at least two essays, an understanding of argumentative essays, including the ability to do the following:

- A. Respond to a challenging reading.
- B. Integrate quotations from and paraphrase parts of a reading.
- C. Consider and refute the opposition.
- D. Discriminate between fact and opinion.
- E. Use the resources of the library, and be able to cite references using correct form.
- F. Revise with attention to diction, usage, tone, and voice.

## Topics and Scope:

This course concentrates on the skills and techniques needed for students to become more successful writers at the college level. During the semester, students write a significant number of essays of various lengths, amounting to 4000 words. These essays include narration and description, with an emphasis on exposition and an introduction to argumentation. The process of writing is stressed, from exploratory writing (clustering, freewrites, journals) to drafting, revision, and proofreading. This process is explored and refined through writers' workshops and individual conferences/tutorials.

Although English 100B is primarily a writing course, all classes include a reading component which offers students essays that serve as models for topics, style, and structure. Some classes include a full-length work of fiction or non-fiction.

## Assignment:

The following represent types of assignments in English 100B:

1. Weekly out-of-class essays or out-of-class essays for which drafting/revision are equivalent to a weekly essay.
2. In class essays in response to course reading materials.
3. A research paper or essay for which library resources are used.
4. Specific exercises to work with thesis invention and the development of well organized, coherent paragraphs and essays.
5. Specific exercises to work with tone, sentence structure, diction, grammar, punctuation.
6. A journal in which students practice writing to various topics, exploring their own observations and ideas, responding to assigned course readings.

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Term papers
-------------------------------

Writing 0 - 75%
--------------------

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Quizzes, Exams	Problem solving 0 - 0%
<b>Skill Demonstrations:</b> All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
Class performances	Skill Demonstrations 0 - 0%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	
Completion	Exams 0 - 10%
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	
None	Other Category 0 - 0%

**Representative Textbooks and Materials:**

Rhetorics:

HOW A WRITOR WORKS by Garrison.

STEPS TO WRITING WELL by Wyrick.

THE COMPLETE WRITER'S WORKOUT BOOK by Fitzpatrick.

Readers:

THE WRITER'S I by Gillespie and Stanley.

75 READINGS by McGraw Hill.

THE RESOURCEFUL WRITER by Webb.

COURSE OF IDEAS by Gunner, Frankel.