

ENGL 100 Course Outline as of Spring 2010**CATALOG INFORMATION**

Dept and Nbr: ENGL 100 Title: COLLEGE READ/WRITE

Full Title: College Reading and Writing

Last Reviewed: 1/27/2020

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	6	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:

This reading and writing course is designed to develop skills to the level required for success in ENGL 1A and other transfer-level courses. Formerly ENGL 100B.

Prerequisites/Corequisites:

Completion of ENGL 302 or higher (V8) OR Course Completion of ENGL 306 OR Qualifying Test Score in English

Recommended Preparation:**Limits on Enrollment:****Schedule of Classes Information:**

Description: This reading and writing course is designed to develop skills to the level required for success in ENGL 1A and other transfer-level courses. Formerly ENGL 100B. (Grade Only)

Prerequisites/Corequisites: Completion of ENGL 302 or higher (V8) OR Course Completion of ENGL 306 OR Qualifying Test Score in English

Recommended:

Limits on Enrollment:

Transfer Credit:

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

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	A	English Composition	Fall 1981	Fall 2009
CSU GE:	Transfer Area		Effective:	Inactive:
IGETC:	Transfer Area		Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:	
UC Transfer:		Effective:	Inactive:	

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

READING

1. Identify the use of stylistic features in readings.
2. Analyze and evaluate the use of causal analysis, persuasion, and argumentation in readings.
3. Summarize readings of various lengths and complexity.
4. Analyze readings for implied meaning, irony, satire, assumptions, and biases.
5. Identify logical fallacies in arguments.
6. Synthesize meaning, using a variety of comprehension techniques, discussion, and pre-writing strategies.

WRITING

1. Write a minimum of 4,000 words of expository prose, including some writings documented in MLA style.
2. Write analytical essays with clear, complex theses; adequate development and organization; and effective points of view and style.
3. Write essays developed through causal analysis, persuasion, and argumentation.
4. Link ideas with appropriate transitions.
5. Revise essays and other writings for organization, style, and tone.
6. Proofread, with particular attention to syntax, sentence structure, grammar, punctuation, and mechanics.
7. Write at least two critical analysis papers in response to challenging readings.
8. Consider and refute opposing points of view in essays or other writings.
9. Write essays or papers that effectively incorporate source materials and document them in MLA style.

Topics and Scope:

Focuses 40% on reading and 60% on writing

READING

I. Stylistic analysis

A. Language

1. Standard and nonstandard English
2. Technical language and jargon
3. Cliches and euphemisms
4. Idioms
5. Figurative language

B. Rhetorical Strategies

1. Causal analysis
2. Persuasion
3. Argumentation

II. Interpretive Analysis

A. Assumptions, values, and beliefs

B. Bias

C. Inference and implication

D. Satire

E. Irony

III. Critical Analysis

A. Identifying logical fallacies in arguments

B. Considering and refuting opposing viewpoints

C. Evaluating and responding to an author's ideas

D. Synthesizing meaning from one or more sources

IV. Information competencies

A. Identifying and narrowing research topics

B. Formulating a research plan

C. Evaluating information for authority and other criteria

D. Compiling a working bibliography in MLA form

WRITING

I. Rhetoric

A. Formulating and refining a thesis

B. Choosing an effective point of view

C. Using language that is appropriate, exact, concrete, and specific

D. Rhetorical strategies

1. Causal analysis

2. Persuasion

3. Argumentation

II. Style

A. Avoiding wordiness, unnecessary repetition and jargon

B. Simplifying phrases, clauses and sentences

C. Linking ideas with appropriate transitions

D. Achieving emphasis

E. Creating sentence variety

III. Revising and proofreading

IV. Working with primary and secondary source material and research findings

- A. Recording and organizing research findings
- B. Integrating source material and research findings effectively into original writings
- C. Avoiding plagiarism
- D. Documenting in MLA style

Assignment:

The following are representative assignments; actual assignments vary from class to class:

READING

Weekly reading assignments of various lengths and complexity provide topics for analysis and discussion, and serve as models for writing topics, style, and structure. Typically students will read 40 to 50 pages per week. Some classes include a full-length work of fiction or nonfiction.

1. Identify and judge the effectiveness of figurative language in readings in journal assignments and class discussion.
2. Evaluate in short written assignments an author's choice of language in an assigned reading (1 to 2 pages).
3. Trace reasons or results underlying a reading developed through causal analysis in short written assignments (1 to 2 pages).
4. Identify in writing the use of logical, emotional, or ethical appeals in a persuasive reading (1 to 2 pages).
5. Develop a written evaluation of the quality of evidence presented in an argumentative essay (2 to 4 pages).
6. Presentations based on reading and research.

WRITING

Written assignments using exposition and argumentation comprise a significant number of essays and critical responses. Some instructors use writing workshops and individual conferences/tutorials to explore and refine the process of drafting, revision, and proofreading.

1. Maintain a journal for exploring observations, responding to assigned readings, and generating ideas for essays and other writings.
2. Write a paper or essay for which prewriting, drafting, conferencing with the instructor, and revision are required (500 to 750 words).
3. Write a persuasive essay in response to a course reading or to supplementary materials (750 to 1000 words).
4. Write an argumentative essay that effectively incorporates source material documented in MLA style (750 to 1500 words).
5. Complete exercises in sentence combining.
6. Revise an essay or other writing for diction, style, sentence structure, grammar, punctuation, and mechanics (750 to 1000 words).
7. Write a work-related report or a proposal for a business or organization (250 to 500 words).

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, Essays, response papers, and research papers

Writing
50 - 60%

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

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes; Essay Exams; Objective Exams; Final Exams

Exams
10 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance, participation

Other Category
10 - 30%

Representative Textbooks and Materials:

Readers:

America Now, 4th ed., Atwan. Bedford: 2008.

The Working Reader. Conlin. Houghton Mifflin: 2007.

The Prose Reader, 6th ed. Flachmann and Flachmann. Prentice-Hall: 2007.

The Presence of Others, 4rd ed. Lunsford and Ruskiewicz. Bedford: 2006.

Rhetorics:

Ford. Community Matters: A Reader for Writers, 2nd ed., McGraw-Hill: 2004.

McQuade. Seeing and Writing. Longman: 2007.

Handbooks:

Dornan and Dawe. The Brief English Handbook, 6th ed. Longman, 2008.

Hacker. Rules for Writers, 6th ed., Bedford, 2007.