

ENGL 100 Course Outline as of Fall 2023**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	8	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 developmental reading and writing course is designed to foster the skills required for success in ENGL 1A and other transfer-level courses.

Prerequisites/Corequisites:

Completion of ENGL 305.1 or higher (V8)

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

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

Prerequisites/Corequisites: Completion of ENGL 305.1 or higher (V8)

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:

Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Analyze readings of various lengths and complexity in terms of rhetorical method.
2. Summarize and synthesize ideas from a range of college-level readings.
3. Compose logically developed and organized analytical and argumentative essays with clear point of view and thesis.
4. Revise, edit, and proofread essays and other writing with particular attention to syntax, sentence structure, grammar, punctuation, and formatting.
5. Read, analyze, and evaluate research source materials and document them in written assignments in MLA style.

Objectives:

Students will be able to:

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. Synthesize meaning, using a variety of comprehension techniques to improve college-level reading skills.

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 using an appropriate combination of rhetorical strategies, such as causal analysis, compare and contrast, and persuasion/argumentation.
4. Revise essays and other writings for organization, style and tone, and edit and proofread, with particular attention to syntax, sentence structure, grammar, punctuation, and mechanics.
5. Write essays that effectively incorporate source materials and document them in MLA style.

INFORMATION COMPETENCY AND RESEARCH

1. Read, analyze, and evaluate research materials and document in MLA style.
2. Use library and on-line resources to support written documents.

Topics and Scope:

Focuses 40% on reading and 60% on writing

READING

I. Stylistic Analysis

A. Language

1. Diction
2. Technical language and jargon
3. Clichés and euphemisms
4. Figurative language

B. Rhetorical Strategies

1. Description
2. Narrative
3. Definition
4. Classification and Division
5. Cause and Effect
6. Compare and Contrast
7. Persuasion
8. Argumentation
9. Audience consideration

II. Critical Analysis

- A. Considering and refuting opposing viewpoints
- B. Evaluating and responding to an author's ideas
- C. Synthesizing meaning from two or more sources

III. Information Competencies

- A. Identifying and narrowing research topics
- B. Formulating a research plan
- C. Evaluating information for purpose, authority, objectivity, completeness, currency, and relevance
- D. Compiling a working bibliography in MLA style

WRITING

I. Rhetoric

- A. Formulating and refining a thesis
- B. Choosing an effective point of view
- C. Using appropriate academic language
- D. Rhetorical strategies

II. Style

- A. Using appropriate diction
- B. Avoiding wordiness and jargon
- C. Writing well-focused, structured, well-developed paragraphs
- D. Linking ideas with appropriate transitions
- E. Creating sentence variety

III. Revising, Editing, and Proofreading

- A. Revising for thesis, organization, and development
- B. Revising for effective use of vocabulary and sentence structure
- C. Proofreading for grammar, punctuation, spelling, and formatting

INFORMATION COMPETENCY AND RESEARCH

- I. Working with Primary and Secondary Source Material and Research Findings
- II. Recording and Organizing Research Findings
- III. Integrating Source Material and Research Findings Effectively into Original Writings
- IV. Avoiding Plagiarism
- V. Documenting in MLA Style

Assignment:

I. GENERAL ASSIGNMENTS, such as

- A. Written Homework (e.g. reading-based homework assignments and low-stakes, formative writing assignments)
- B. Quizzes (optional)
- C. Exams (optional)

II. CRITICAL READING

- A. Weekly reading(s) 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 full-length works of fiction or nonfiction.
- B. Weekly reading-based writing and discussion assignments, such as the following:
 1. Exercises that identify, judge, and discuss the effectiveness of figurative language and rhetorical modes in college-level readings.
 2. Evaluations of author's reasoning, support, and diction
 3. Causal analyses
 4. Rhetorical analyses (use of logical, emotional, and ethical appeals)
 5. Evaluation of evidence presented in an argumentative essay
 6. Group presentations

III. WRITING

- A. Written assignments using exposition and argumentation such as essays and critical responses.
- B. Writing process exercises such as revising, editing, and proofreading essays and other writing with particular attention to syntax, sentence structure, grammar, punctuation, and formatting (optional)
- C. A minimum of 4,000 words of formal writing, including
 1. At least one analysis essay
 2. At least one argumentative or persuasive essay that effectively incorporates source material documented in MLA style
 3. At least one in-class essay
- D. Low stakes, formative writing assignments, such as the following:
 1. Writing exercises to improve specific aspects of writing, such as thesis formation, organization, development, style, tone, etc.
 2. Practice in-class/timed writing
 3. Writing activities that engage students in all aspects of the writing process (e.g. prewriting, drafting, peer review and peer editing)
 4. Specific exercises in paraphrasing, summarizing, annotating

IV. INFORMATION LITERACY & RESEARCH

- A. Researched-based, problem-solving exercises/projects, for which library resources and MLA format are used, such as the following:
 1. Presentations based on reading and research (optional)
 2. Paraphrasing, summarizing, and annotation exercises

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.

Reading-based writing; exposition and argumentation assignments; writing process exercises (optional); formal writing; low stakes, formative writing; research-based, problem-solving exercises/projects

Writing
55 - 65%

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

Research-based, problem-solving exercises/projects

Problem solving
10 - 15%

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; Exams

Exams
0 - 20%

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

Attendance; participation; presentation (optional)

Other Category
10 - 20%

Representative Textbooks and Materials:

Readers:

America Now. 12th ed. Atwan, Robert. Bedford. 2017

The Working Reader. Conlin, Mary. Houghton Mifflin. 2007 (classic)

The Prose Reader. 7th ed. Flachmann, Kimm and Flachmann, Michael. Prentice-Hall. 2011 (classic)

The Presence of Others. 5th ed. Lunsford, Andrea and Ruskiewiz, John. Bedford. 2008 (classic)

40 Essays. Jane E. Aaron, Bedford: 2010. (classic)

Rhetorics:

Community Matters: A Reader for Writers. 2nd ed. Ford, Marjorie and Sills, Elizabeth. Pearson. 2005 (classic)

Seeing and Writing 4. McQuade, Donald and McQuade, Christine. Longman. 2010 (classic)

Handbooks:

Rules for Writers. 9th ed. Hacker, Diana. Bedford. 2019

Graff, Gerald. "They Say/I Say": the Moves That Matter in Academic Writing: with Readings, Norton. 2012 (classic)

Instructor prepared materials