

ENGL 100 Course Outline as of Fall 2002**CATALOG INFORMATION**

Dept and Nbr: ENGL 100 Title: COLL 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 AA/AS degree-applicable 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 Qualifying Test Score in English

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

Description: This AA/AS degree-applicable 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 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:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

READING

Students will

1. Identify and judge 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

Students will

1. Write a minimum of 4,000 words of prose, including some writings documented in MLA style.
2. Write at least three 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 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

1. Stylistic analysis

A. Language

1. Standard and ÷nonstandardø English

2. Technical language and jargon

3. Cliches and euphemisms

4. Idioms

5. Figurative language

B. Syntax

1. Rhetorical strategies

A. Causal analysis

B. Persuasion

C. Argumentation

3. Interpretive analysis

A. Assumptions, values, and beliefs

B. Bias

C. Inference and implication

D. Satire

E. Irony

4. 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

5. 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:

1. Formulating and refining a thesis

2. Choosing an effective point of view

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

4. Rhetorical strategies

A. Causal analysis

B. Persuasion

C. Argumentation

5. Achieving an effective 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

6. Revising and proofreading

7. Working with source materials 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

Reading assignments of various lengths and complexity provide topics for analysis and discussion, and serve as models for writing topics, style, and structure. Some classes include a full-length work of fiction or nonfiction.

1. Identify and judge the effectiveness of figurative language in readings.
2. Evaluate an author's choice of language in an assigned reading.
3. Trace reasons or results underlying a reading developed through causal analysis.
4. Identify the use of logical, emotional, or ethical appeals in a persuasive reading.
5. Evaluate the quality of evidence presented in an argumentative essay.

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.
3. Write a persuasive essay in response to a course reading or to supplementary materials.
4. Write an argumentative essay that effectively incorporates source material documented in MLA style.
5. Complete exercises in sentence combining.
6. Revise an essay or other writing for diction, style, sentence structure, grammar, punctuation, and mechanics.
7. Write a work-related report or a proposal for a business or organization.

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
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Writing 50 - 60%

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

Homework problems, Quizzes, Exams

Problem solving
10 - 25%

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

Class performances

Skill Demonstrations
5 - 20%

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

Completion

Exams
5 - 20%

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

Attendance, participation

Other Category
0 - 10%

Representative Textbooks and Materials:

Readers:

Atwan. AMERICA NOW, 4th ed., Bedford, 2001.

Conlin. THE WORKING READER, Houghton Mifflin, 2001.

Flachmann and Flachmann. THE PROSE READER, 6th ed., Prentice-Hall, 1999.

Lunsford and Ruskiewicz. THE PRESENCE OF OTHERS, 3rd ed., Bedford, 2001.

Rhetorics:

Bazerman and Wiener. WRITING SKILLS HANDBOOK, 4th ed., Houghton Mifflin, 1999.

Ford. COMMUNITY MATTERS: A READER FOR WRITERS, McGraw-Hill, 2002.

McQuade. SEEING AND WRITING, Longman, 2000.

Handbooks:

Dornan and Dawe. THE BRIEF ENGLISH HANDBOOK, 6th ed., Longman, 2001.

Hacker. RULES FOR WRITERS, 4th ed., Bedford, 2000.