

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 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 of 109 in ENGL

**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 of 109 in ENGL  
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>		Effective:	Inactive:
	A	English Composition	Fall 1981	Fall 2009
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:	
<b>UC Transfer:</b>		Effective:	Inactive:	

**CID:**

**Certificate/Major Applicable:**

Both Certificate and 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 of development, style, implications, irony, satire, assumptions and biases.
2. Summarize and synthesize ideas from more than one college-level reading.
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:**

#### **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. 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, including but not

- limited to causal analysis, compare and contrast, and persuasion/argumentation.
4. Link ideas with appropriate transitions.
  5. Revise essays and other writings for organization, style, and tone.
  6. Proofread and edit, with particular attention to syntax, sentence structure, grammar, punctuation, and mechanics.
  7. Write critical analysis papers in response to challenging readings.
  8. Consider and refute opposing points of view in essays or other writings.
  9. 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. Refine and narrow a research topic.
3. Create and implement a research plan.
4. Use library and on-line resources to support written documentations.

### Topics and Scope:

Focuses 40% on reading and 60% on writing

#### READING

##### I. Stylistic Analysis

###### A. Language

###### 1. Diction

- a. Standard and nonstandard English
- b. Distinguishing between the conventions of oral and written language

###### 2. Technical language and jargon

###### 3. Cliches and euphemisms

###### 4. Idioms

###### 5. 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

##### II. Interpretive Analysis

###### A. Assumptions, values, and beliefs

###### B. Bias

###### C. Inference and implication

###### D. Satire

###### E. Irony

##### III. Critical Analysis

###### A. Considering and refuting opposing viewpoints

###### B. Evaluating and responding to an author's ideas

###### C. 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 purpose, authority, objectivity, completeness, currency, and relevance
- 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

### II. Style

- A. Using appropriate diction
- B. Avoiding wordiness, unnecessary repetition and jargon
- C. Simplifying phrases, clauses, and sentences
- D. Linking ideas with appropriate transitions
- E. Achieving emphasis
- F. 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

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

## Assignment:

## 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 full-length works of fiction or nonfiction.

1. Identify, judge, and discuss the effectiveness of figurative language and rhetorical modes in college-level readings.
2. Evaluate in written assignments an author's choice of language in an assigned reading.
3. Explain in written assignments the reasoning in causal analysis.
4. Identify in writing the use of logical, emotional, or ethical appeals in a persuasive reading.
5. Develop a written evaluation of 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. Write responses to assigned readings, and generate ideas for essays (1000 words minimum).
2. Write a paper or essay for which prewriting, drafting, conferencing with the instructor, and revision are required (500 to 750 words minimum).
3. Write an analytical essay in response to a course reading or to supplementary materials (750 to 1000 words minimum).
4. Write an argumentative or persuasive essay that effectively incorporates source material documented in MLA style (750 to 1500 words minimum).
5. Complete exercises in sentence combining that address grammatical structures and appropriate punctuation.
6. Revise essays for diction, style, sentence structure, grammar, punctuation, and mechanics (750 to 1000 words minimum).
7. In-class essay exams (1000 words minimum).

## INFORMATION COMPETENCIES

1. Presentations based on reading and research.
2. Research exercises (2 to 3).

### 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, analytical essays, response essays, persuasive or argumentative essays

Writing  
60 - 70%

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

Research Exercises

Problem solving  
5 - 10%

**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 - 20%

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

Attendance; participation; group presentation

Other Category  
10 - 20%

## **Representative Textbooks and Materials:**

### **Readers:**

America Now, 9th ed., Atwan. Bedford: 2011.

The Working Reader. Conlin. Houghton Mifflin: 2007.

The Prose Reader, 7th ed. Flachmann and Flachmann. Prentice-Hall: 2011.

The Presence of Others, 5th ed. Lunsford and Ruskiewicz. Bedford: 2008.

40 Essays. Jane E. Aaron, Bedford: 2010.

### **Rhetorics:**

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

McQuade. Seeing and Writing. Longman: 2007.

### **Handbooks:**

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

Instructor prepared materials