Supplemental writing course providing instruction in basic conventions of college reading and writing to promote success in a concurrent English G100 course. Success in this course will be based on attendance and satisfactory completion of in-class reading and writing assignments.

Requires concurrent enrollment in specified sections of English G100. This class is intended for students who place into English G099 but want to enroll directly into English G100. Concurrent-enrollment support for English G100.

**PREREQUISITES:**
- ENGL G098: Developmental Writing and Reading with a minimum grade of C or better OR appropriate GWC English Placement Level OR appropriate Multiple Measures Evaluation result

**COREQUISITES:**
- ENGL G100: Freshman Composition

**ADVISORIES:**

**ASSIGNED DISCIPLINES:**
- English

**MATERIAL FEE:** Yes [ ] No [X] Amount: $0.00

**CREDIT STATUS:** Noncredit [ ] Credit - Degree Applicable [ ] Credit - Not Degree Applicable [X]

**GRADING POLICY:** Pass/No Pass [X] Standard Letter [ ] Not Graded [ ] Satisfactory Progress [ ]

**OPEN ENTRY/OPEN EXIT:** Yes [ ] No [X]

**TRANSFER STATUS:** CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[X]

**BASIC SKILLS STATUS:** Yes [X] No [ ] LEVELS BELOW TRANSFER: 1 level below transfer level

**CALIFORNIA CLASSIFICATION CODES:** Y - Not Applicable

**NON CREDIT COURSE CATEGORY:** Y - Not applicable, Credit Course

**OCCUPATIONAL (SAM) CODE:** E

**REPEATABLE ACCORDING TO STATE GUIDELINES:** No [X] Yes [ ] NUMBER REPEATS:

**REQUIRED FOR DEGREE OR CERTIFICATE:** No [X] Yes [ ]
GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. The successful student will be able to
   1. develop basic and critical comprehension of college-level texts.
   2. recognize the recursive writing process (pre-writing, outlining, drafting, revising, proofreading, and editing).
   3. employ a variety of writing strategies (exemplification, definition, narrative, etc.) in a paragraph.
   4. integrate primary and secondary sources into an essay through paraphrasing, summarizing, and quoting utilizing appropriate MLA format and guidelines.
   5. incorporate feedback from instructors and tutors effectively when revising writing assignments.
   6. revise writing so that it uses correct English grammar, syntax, diction, and spelling.

COURSE OBJECTIVES:

1. Demonstrate comprehension of assigned texts by identifying the main ideas and supporting examples.
2. Develop organized paragraphs supported with evidence from class texts and personal experience or observation.
3. Respond to the needs of an academic audience by choosing appropriate syntax, diction, grammar, and mechanics.
4. Apply instructional feedback to the stages of the writing process.
5. Apply strategies for revision.
6. Apply the principles of research and documentation.

COURSE CONTENT:

LECTURE CONTENT:

I. Critical Reading Skills
   A. Annotation
   B. Notetaking
   C. Summary

II. Critical Thinking Skills
   A. Class discussion
   B. Presentations
   C. In-class activities that encourage making connections among texts, personal experience, and society

III. Grammar
   A. Grammar, mechanics, and usage to develop clear and effective writing
   B. Identify sentence boundaries
   C. Revise sentence fragments into complete sentences
   D. Revise comma splices and run on sentences
   E. Combine clauses using coordinating conjunctions, subordinating conjunctions, and conjunctive
IV. Writing
A. Process
B. Reviewing texts
C. Prewriting and idea generation
D. Incorporating outside sources into writing
E. Anticipating audience need
F. Peer workshop feedback
G. Revising
H. Proofreading and editing
I. Punctuation
J. Revising for style

V. Integrating Ideas of Others
A. Locating and evaluating sources
B. Summarizing and paraphrasing sources
C. Documentation of sources
D. Avoiding plagiarism
E. In-text citation rules
F. Works cited entry

VI. Student Support
A. "Just-in-time" remediation for grammar and mechanics, as needed, in context of assignments
B. Peer editing
C. Collaborative writing and editing exercises
D. One-on-one consulting and revising sessions

METHODS OF INSTRUCTION:
A. Lecture:

INSTRUCTIONAL TECHNIQUES:
A. Lecture
B. Group discussion
C. Balance of low and high-stakes assignments and activities
D. Early, and frequent intervention when students show signs of struggle and/or disengagement
E. Frequent, timely, and constructive feedback
F. Targeted-in-class individual and small group conferences to review foundational skills
COURSE ASSIGNMENTS:

Reading Assignments
Supplemental readings are in support of the corequisite Eng 100 reading assignments. They may include but are not limited to

I. Expository texts for the purpose of identifying author's purpose and audience, the main idea(s), and key supporting details.

II. Sample essays and the work of peers to identify strengths and/or weaknesses.

III. Primarily non-fiction texts for the purpose of identifying author's purpose and audience, the main idea(s), and key supporting details.

Out-of-class Assignments
Exercises from Launchpad Software

Writing Assignments
Writing assignments are in support of the corequisite Eng 100 expository writing assignments. They may include but are not limited to

I. Revision of transfer level assignments

II. Reflective journals

III. Freewriting

IV. Reading responses

V. Short essays

VI. Responses to peer writing

V. Self Evaluations

METHODS OF STUDENT EVALUATION:
Short Quizzes
Written Assignments

Demonstration of Critical Thinking:
I Essays II Reflections III Peer Workshops IV Reading Analysis V Quizzes

Required Writing, Problem Solving, Skills Demonstration:
I Essays II Reflections III Peer Workshops IV Reading Analysis V Quizzes

TEXTS, READINGS, AND RESOURCES:
Software:

LIBRARY:
Adequate library resources include:
Comments:

Attachments:
Attached Files