COURSE OUTLINE OF RECORD

Number: ENGL G100  TITLE: Freshman Composition

ORIGINATOR: Ayesha Zia  EFF TERM: Fall 2019
FORMERLY KNOWN AS:  DATE OF
OUTLINE/REVIEW: 02-19-2019
CROSS LISTED COURSE:  TOP NO: 1501.00
CID: ENGL 100

SEMESTER UNITS: 4.0
HRS LEC: 72.0  HRS LAB: 0.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 72.0
STUDY NON-CONTACT HRS RECOMMENDED: 144.0

CATALOG DESCRIPTION:
Composition and revision of essays, critical thinking, critical reading and documentation. Recommended for all liberal arts majors and those planning to transfer to a four-year college or university. Instructor may recommend up to one additional hour per week in the Writing Center. UC credit limitations: ENGL G100, ENGL G100H and ENGL G103 combined – maximum credit, 4 units.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- GWC English Placement Level of 80 or higher.
- or
- OCC English Placement Level of 80 or higher.
- or
- CCC English Placement Level of 40 or higher.
- or
- OCC ESL Placement Level of 80 or higher.
- or
- ENGL A099: Confidence in Writing with a minimum grade of C or better
- or
- ENGL C099: Fundamentals of Composition with a minimum grade of C or better
- or
- ENGL G099: Preparation for College Writing and Reading with a minimum grade of C or better
- or
- ENGL G090: Accelerated Preparation for College Writing and Reading with a minimum grade of C or better
- or
- ESL A099: Composition and Reading 2
- or
- ESL G120: ESL Advanced Composition with a minimum grade of C or better

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
- English

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

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

GRADING POLICY: Pass/No Pass [ ] Standard Letter [X]  Not Graded [ ]  Satisfactory Progress [ ]
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OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]
BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable
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 [ ] Yes [X]
Career Ladder Option Associate Degree Program(associate in Arts)
Elementary Teacher Education(associate in Arts for Transfer)
Elementary Teacher Education(associate in Arts for Transfer)
Liberal Studies for Elementary Education(associate in Arts)
Nursing -LVN to RN(associate in Science)
Nursing- Registered Nurse(associate in Science)
GE AND TRANSFER REQUIREMENTS MET:
IGETC Area 1: English Communication
1A: English Composition
CSU GE Area A: Communication in the English Language and Critical Thinking
A2 - Written Communication
GWC AA - Area A Communication in the English Language and Critical Thinking
Group 2 Written Communication

PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:
support thesis statements with different types of proof: logic, anecdote, textual interpretation, research.
compose essays of various lengths, up to ten pages, that are guided by thesis statements.

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

2. Identify, evaluate, and select research material relevant to a well-defined topic, and properly compile this material into a claim-based research paper using MLA format.
3. Evaluate published texts and individual and collaborative writing by applying critical and analytical reading strategies.

COURSE OBJECTIVES:

I Writing
I.1. Develop and control a thesis statement in papers of varying lengths (500-750 words, 750-1000 words or 1000-2000 words) both in class and out of class, including timed in class essays
I.2. Narrow a broad topic to a workable topic and then write a thesis (controlling idea) about that topic
I.3. Develop varied strategies for generating, drafting and revising essays
I.4. Develop the thesis in an appropriately structured essay, using specific, factual, and detailed support paragraphs
I.5. Maintain logical order in ideas and paragraphs

II Reading
II.1. Apply the principles of analytical reading to evaluating published texts as well as to their own writing and the writing of peers
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II.2. Engage in understanding primarily non-fiction college level texts on the literal level: topic, main ideas, supporting details

II.3. Use critical and analytical reading strategies such as annotate text and identify structure of text; apply principles of inductive and deductive reasoning; recognize inference, judgment, conclusions, and bias; evaluate arguments: value conflicts, assumptions, evidence, fallacies, denotative and connotative language, facts vs. opinions; recognize and analyze figurative language; recognize and describe irony and tone

II.4. Improve comprehension and retention abilities

II.5. Improve outlining and note-taking skills related to reading

III Research

III.1. Develop an independent research project through planning, writing, revising, editing, and completing a research paper on an appropriate topic as well

III.2. Use resources including the library and the Internet

III.3. Locate, evaluate and select appropriate research

III.4. Progress through the research project on a step-by-step basis

III.5. Integrate, acknowledge and cite all sources correctly according to current MLA documentation system

III.6. Compose so that the evidence supports an argumentative thesis

III.7. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

IV Rhetoric

IV.1. Learn to use a variety of the following rhetorical methods and discourse modes in writing: definition, comparison/contrast, narrative, description, analysis, cause/effect, and classification; evaluation, proposal, argument

IV.2. Choose the appropriate rhetorical method or discourse methods for an assigned topic and write papers employing one or more of these methods

IV.3. Write arguments, both documented and undocumented

IV.4. Employ valid reasoning and avoid fallacies

IV.5. Base arguments on facts and the reliable evidence

IV.6. Be sensitive to audience in terms of tone and content

V Writing Conventions

V.1. Edit their own work

V.2. Correct spelling, punctuation, grammar, and usage errors

V.3. Correct awkward sentences and paragraphs

V.4. Restructure disorganized paragraphs and essays

V.5. Remove irrelevant or superficial material from a paragraph or an essay

COURSE CONTENT:

LECTURE CONTENT:

A. Critical reading
   1. Primarily nonfiction college-level essays, and articles assigned on a regular basis as well as research sources
   2. Essays discussed in class for topics or models
   3. Student writing
   4. Occasional fiction is also appropriate but not required

B. Writing in various discourse modes and rhetorical methods at least once every two weeks
   1. Out-of-class essays and timed in-class essays
   2. Essays ranging from 750-2000 words: MINIMUM of 6000 words per semester in final drafts
   3. Essays in a variety of discourse modes
   4. Essays written in edited, standard English
C. Conducting research and writing a research paper, including, but not restricted to:
   1. Choosing a researchable topic
   2. Acquiring an overall view of research
   3. Preparing a works cited list
   4. Locating, evaluating and selecting appropriate and relevant research sources
   5. Taking notes from a variety of research sources
   6. Organizing the research materials into an appropriate order
   7. Integrating research into support of the project thesis
   8. Following MLA documentation conventions
   9. Composing a rough draft as well as a final draft of the research paper

METHODS OF INSTRUCTION:
   A. Lecture:
   B. Online:
   C. Independent Study:
   D. Hybrid:

INSTRUCTIONAL TECHNIQUES:

Instructor may utilize, but is not limited to, lecture, small group and whole-class discussions, in-class writing prompts, peer feedback, close reading, group work, debates, response papers, quizzes, research presentations, workshops, library orientation, demonstrations, conferencing, (individual and small group), multiple draft assignments, and instruction in revision and editing. Instructor will provide regular, substantive written and spoken feedback.

COURSE ASSIGNMENTS:

Reading Assignments

Students spend approximately 2 - 3 hours a week completing reading and annotation of assigned essays: expository essays, argumentative essays, and other prose illustrating rhetorical principles and methods.

Out-of-class Assignments

Essay writing (multiple drafts), library orientation, basic research and appropriate documentation, summaries, paraphrases, short response papers.

Writing Assignments

Writing in various discourse modes and rhetorical methods at least once every two weeks, including out-of-class essays and timed in-class essays: essays ranging from 750-2000 words. Students write a MINIMUM of 6000 words per semester in final drafts. Essays should be written in edited, standard English.

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration
Demonstration of Critical Thinking:

Students will critically read primarily nonfiction college-level essays, and articles assigned on a regular basis as well as research sources. Students will produce a minimum of six thousand words of formal writing, primarily in the form of academic essays and in-class writing, to be evaluated by the instructor. Additional methods of evaluation may include portfolios, oral presentations, quizzes, essay exams, class discussion, discussion posts, and group projects.

Required Writing, Problem Solving, Skills Demonstration:

Same as above. Students will critically read primarily nonfiction college-level essays, and articles assigned on a regular basis as well as research sources. Students will produce a minimum of six thousand words of formal writing, primarily in the form of academic essays and in-class writing, to be evaluated by the instructor. Additional methods of evaluation may include portfolios, oral presentations, quizzes, essay exams, class discussion, discussion posts, and group projects.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

LIBRARY:

Adequate library resources include:

Comments:

Attachments:

Attached Files