COURSE OUTLINE OF RECORD

Number: ENGL G103  TITLE: Freshman Composition Intensive

ORIGINATOR: Ayesha Zia          EFF TERM: Fall 2018
FORMERLY KNOWN AS:           DATE OF
OUTLINE/REVIEW: 01-29-2019
CROSS LISTED COURSE:          TOP NO: 1501.00
                              CID:

SEMESTER UNITS: 5.0
HRS LEC: 108.0          HRS LAB: 0.0          HRS OTHER: 0.0
CONTACT HRS TOTAL: 108.0
STUDY NON-CONTACT HRS RECOMMENDED: 216.0

CATALOG DESCRIPTION:
English G103 is an intensive English course that allows students to fulfill their English composition requirement while concurrently receiving extra time, support and assistance. The Freshman Composition component of the class emphasizes composition and revision of essays, critical thinking, critical reading and documentation. The remedial component of the class provides extra assistance in English writing skills, grammar, sentence structure, usage, and punctuation, with concentration on writing expository paragraphs. The emphasis on paragraph development will complement writing of the expository and argumentative essay.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- ENGL G090: Accelerated Preparation for College Writing and Reading with a minimum grade of C or better
- ENGL G099: Preparation for College Writing and Reading with a minimum grade of C or better
- Eligibility for ENGL G103 on approved college placement tests and/or other measure as necessary.

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 [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[X] UC/CSU Transferable[ ] 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]
ENGLISH (Associate in Arts for Transfer)
Elementary Teacher Education (Associate in Arts for Transfer)
Elementary Teacher Education (Associate in Arts for Transfer)
Liberal Arts: Emphasis in Arts and Humanities (Associate in Arts)
Liberal Arts: Emphasis in Arts and Humanities (Associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:

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

1. Evaluate published texts and individual and collaborative writing by applying critical and analytical reading strategies
2. Support a thesis in an appropriately structured essay, using specific, factual, detailed information
3. 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

COURSE OBJECTIVES:

1. Apply the principles of analytical reading to evaluating a variety of primarily non-fiction published texts as well as to his or her own writing and the writing of peers. Demonstrate comprehension of assigned texts by identifying the main ideas and supporting examples
2. Use critical and analytical reading strategies to a. annotate text b. identify structure of text c. apply principles of inductive and deductive reasoning d. recognize inference, judgment, conclusions, and bias e. evaluate arguments: value conflicts, assumptions, evidence, fallacies, denotative and connotative language, facts vs. opinions f. recognize and analyze figurative language g. recognize and describe irony and tone
3. Improve comprehension and retention abilities while improving outlining and note-taking skills related to reading
4. Develop organized paragraphs supported with evidence from class texts and personal experience or observation.
5. 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 a. narrow a broad topic to a workable topic and then write a thesis (controlling idea) about that topic b. develop the thesis in an appropriately structured essay, using specific, factual, detailed support paragraphs c. maintain logical order in ideas and paragraphs
6. Develop an independent research project through planning, writing, revising, editing, and completing a research paper on an appropriate topic as well as a. use resources including the library and the Internet b. locate, evaluate and select appropriate research c. progress through the research project on a step-by-step basis d. integrate, acknowledge and cite all sources correctly according to current MLA documentation system e. compose so that the evidence supports an argumentative thesis
7. 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 a. choose the appropriate rhetorical method or discourse methods for an assigned topic b. write papers employing one or more of these methods
8. Write arguments, both documented and undocumented a. employ valid reasoning and avoid fallacies b. base arguments on facts and the reliable evidence c. be sensitive to audience in terms of tone and content
9. Edit his/her own work a. correct spelling, punctuation, grammar, and usage errors b. correct awkward sentences and paragraphs c. restructure disorganized paragraphs and essays d. remove irrelevant or superficial material from a paragraph or an essay
10. Apply instructional feedback to the stages of the writing process.
11. Recognize and implement specific strategies for local and global revision

COURSE CONTENT:

LECTURE CONTENT:

Reading


Comprehension: 1. Distinguish fact from opinion 2. Understand literal and inferential meanings from text 3. Read closely to make sense of challenging, college-level texts

Critical reading: 1. Essays, articles and short-stories assigned on a regular basis as well as research sources 2. Essays discussed in class for topics or models 3. Student writing

Textual Analysis: 1. Identify the main point and supporting details of college-level readings 2. Recognize organizational patterns in a range of college-level texts 3. Understand the relationship between author's purpose and genre

Writing

Writing in various discourse modes and rhetorical methods at least once every two weeks 1. In-class and out-of-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

Writing Development

Apply the writing process including prewriting, drafting, revising, and editing in order to engage with, respond to, synthesize ideas from, and evaluate texts 1. Organizing ideas into a coherent and logical pattern appropriate to the writing task 2. Identifying and incorporating appropriate kinds of support 3. Write unified coherent adequately developed supporting paragraphs with effective topic sentences logically-organized support and strong concluding sentences 4. Providing effective feedback to peers to guide revision 5. Responding effectively to feedback from peers and instructor

Emphasizing grammar and mechanics in writing and examining the ways grammar and writing affect meaning and impact on reader.

Research

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

Achieving Clarity

Write grammatically correct sentences that adhere to the conventions of written English Recognize and use editing skills including conventions of syntax, grammar, and usage in order to increase readability and reader comprehension

Student Support

1 "Just-in-time" remediation for grammar and mechanics, as needed, in context of assignments 2 Peer editing 3 Collaborative writing and editing exercises 4 One-on-one consulting and revising sessions

Recognize the value of and utilize Student Support Services 1. Writing Center 2 Tutoring Center 3.
METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

A. Scheduled lecture hours
B. Demonstration/modeling
C. Individualized feedback on student work
D. Student presentations
E. Discussion
F. Feedback/evaluation of skills practice
G. Writing Workshops
H. Revision Workshops
I. Oral and Written Feedback on Student Drafts
J. Computer work and technology mediated instruction.
K. Conferences.

COURSE ASSIGNMENTS:

Reading Assignments
Expository essays, argumentative essays, and other prose illustrating rhetorical principles and methods. Sample essays and the work of peers to identify strengths and/or weaknesses.

Out-of-class Assignments
See "Reading Assignments" and "Writing Assignments"

Writing Assignments
Research and documentation
Essays in response to essay prompts and assignments
Written exercises requiring students to identify and implement reading strategies to analyze and interpret texts
Journals
Reading responses (in-class and take-home): talking to the text, evaluations of readings, and other annotation strategies

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:

A. Essays  
B. Reflections  
C. Peer Workshops  
D. Reading Analysis  
E. Quizzes

Required Writing, Problem Solving, Skills Demonstration:

A. Essays  
B. Reflections  
C. Peer Workshops  
D. Reading Analysis  
E. Quizzes

TEXTS, READINGS, AND RESOURCES:

TextBooks:
2. Kirszner, Laurie G.. *Patterns for College Writers*, 2nd ed. Bedford/St. Martin's, 2018  
8. Saylor.Org Academy.. *ENGL001: English Composition I*, OER ed. Saylor Academy, 2018

Other:
1.  
   A. Software (e.g Inquizitive, Launchpad Solo)

LIBRARY:

Adequate library resources include:

Comments:

Attachments:

[Attached Files]