This pre-collegiate course, one level below College Composition (English G100), requires students to read, analyze, and respond to texts in order to write coherent essays composed of developed paragraphs. Essays may respond primarily to academic, expository non-fiction texts. Students will practice revising their essays and edit according to standards of written English. Some students may need additional support from the Writing Center. Limitation on Enrollment: This course is not open to students with previous credit in ENGL G090.

PREREQUISITES:
- Appropriate Assessment Score on the English placement Test at GWC, OCC, or CCC.
- Appropriate ESL Placement Level Score
- ENGL G098: Developmental Writing and Reading with a minimum grade of Pass or better
- ESL G071: ESL Core Course, Level 7 with a minimum grade of Pass or better
- ENGL A098: Basic English Skills with a minimum grade of Pass or better

COREQUISITES:

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. infer, through discussion, written responses, and summaries, basic and critical comprehension of college-level texts.
2. compose well-structured essays that show mastery of organization, focus, and development.
3. revise writing so that it uses correct English grammar, syntax, diction, and spelling.

COURSE OBJECTIVES:
1. Critically read, analyze, and evaluate a variety of primarily non-fiction texts for content and context
2. Utilize appropriate pre- and post-reading strategies to analyze patterns of organization within a variety of texts
3. Demonstrate awareness of rhetorical situations: audience, purpose, and voice
4. Compose a variety of thesis-driven essays that maintain a clear focus and logical organization
5. Develop strategies for generating ideas, drafting, and revising essays
6. Find and evaluate sources for their credibility
7. Integrate the ideas of others through paraphrasing, summarizing, and quoting utilizing appropriate MLA format and guidelines
8. Write grammatically correct sentences that adhere to conventions of written English
9. Revise essay drafts to improve, focus, and strengthen ideas
10. Proofread and edit essays for clarity and use of academic language

COURSE CONTENT:

A. Reading
   1. Critically read, analyze, and evaluate in-and out-of class readings that increase in length and difficulty over the course of the semester and cover a variety of primarily non-fiction sources (ie: newspaper readings, textbook readings, and essays)
   2. Write academic in-class and out-of-class essays in response to readings
   3. Give group and individual presentations on reading
   4. Perform pre and post-reading strategies to analyze patterns of organization
   5. Find and evaluate sources for credibility
   6. Participate in active reading activities:
      a. Highlighting
      b. Questioning
      c. Summarizing
      d. Clarifying
      e. Commenting

B. Writing
   1. Demonstrate awareness of rhetorical situations: audience, purpose, and voice.
   2. Organize and write multi-paragraph essays in and out of class (a minimum of 5000 words of formal writing)
      a. Have an effective thesis with specific controlling idea
      b. Have unified, coherent, adequately developed supporting paragraphs with effective topic sentences, logically-organized support, and strong concluding sentences
      c. Integrate the ideas of others through paraphrasing, summarizing, and quoting utilizing appropriate MLA format and guidelines
      d. Have a functional introduction and conclusion
   3. Write with coherence
      a. Use effective transitional expressions
b. Maintain consistent person (point of view)
c. Maintain consistent verb tense
4. Write grammatically correct sentences that adhere to the conventions of written English
   a. Avoid sentence fragments, run-ons, and comma splices
   b. Avoid sentence errors in subject/verb agreement and pronoun/antecedent agreement
   c. Avoid misplaced and dangling modifiers
   d. Avoid spelling errors
   e. Use standard diction
   f. Use correct punctuation
5. Maintain effective style
   a. Use sentence variety
   b. Use appropriate emphasis through subordination

METHODS OF INSTRUCTION:
A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:
Writing Assignments
Write 5000 words in formal, thesis-driven, academic essays of various lengths, in and out-of-class. All essays are to be revised to strengthen focus and ideas and to be edited for clarity and academic language. Other informal assignments include journal entries, drafts, reading responses, and more.

Reading Assignments
Critically read, analyze, and evaluate in-and out-of class readings that increase in length and difficulty over the course of the semester and cover a variety of primarily non-fiction sources (ie: newspaper readings, textbook readings, and essays)

Out-of-class Assignments
See "Writing Assignments" below.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:
Students will engage in critical reading and writing processes to develop thesis-driven essays in response to a variety of rhetorical situations such as audience, purpose, and voice, using primarily non-fiction texts. To achieve this, they will 1. Participate in online and group discussions of the readings 2. Take in-class essay tests in response to readings 3. Take reading quizzes 4. Edit and correct one's own work 5. Consider different methods and development of paragraphs and essays 6. Analyze models and reading assignments for writing strategies. They must write a minimum of 5000 words of formal writing.
Required Writing, Problem Solving, Skills Demonstration:

Students will engage in critical reading and writing processes to develop thesis-driven essays in response to a variety of rhetorical situations, using primarily non-fiction texts. A minimum of 5000 words of formal writing is required.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Manuals:
2. Elliot, Rebecca. Painless Grammar 4th ed., Barron's, 01-01-2016

Other:
1. Handouts and other supplementary materials.
2. Instructors may also include appropriate novels, short fiction, or online content to supplement readings.

LIBRARY:

Adequate library resources include:

Comments:

Attachments:

Attached Files