

ENGL A100: ACADEMIC READING AND WRITING

Item	Value
Curriculum Committee Approval Date	03/20/2024
Top Code	150100 - English
Units	4 Total Units
Hours	72 Total Hours (Lecture Hours 72)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	• OC Composition - AA (OA1)
Associate Science Local General Education (GE)	• OCC English Composition - AS (OAS1)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 1A English Composition (1A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 1A English Composition (1A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU A2 Written Communications (A2)

Course Description

Formerly: ENGL A100, Freshman Composition. In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Instruction and practice in essay writing, including using analytical thinking, choosing a thesis, assembling and organizing supporting evidence, and developing a clear tone and appropriate style. Includes reading and analysis of published essays, practice in basic research skills, and in-class essay writing. This course may also be offered in the hybrid format. Students will be required to take part in a minimum of three hours of revision activities outside of class by going to the OCC Writing Center, working with the instructor during office hours, or other activities as determined by the instructor. NOTE: All students enrolled in ENGL C1000 must be present at the first class meeting. Absent students may lose their seats in the class. Enrollment Limitation: ESL A100; students who complete ENGL C1000 may not enroll in or receive credit for ESL A100. PREREQUISITE: Placement as determined by the college's multiple measures assessment process. Transfer Credit: CSU; UC. C-ID: ENGL 100. **Common Course Number:** ENGL C1000. **C-ID:** ENGL 100.

Course Level Student Learning Outcome(s)

1. Articulate clear, logical and adequately supported ideas in an essay that is effectively organized and satisfactorily edited.

Course Objectives

- I WRITING OBJECTIVES:
 - I. 1. Organize ideas in support of a clear and specific thesis.
 - I. 2. Support a thesis in an essays middle paragraphs.
 - I. 3. Generate content to support a specific thesis.
 - I. 4. Maintain unity and coherence.
 - I. 5. Arrange paragraphs logically and link them using transitional techniques.
 - I. 6. Summarize and paraphrase readings.
 - I. 7. Integrate quotations into essays.
 - I. 8. Use, when appropriate, rhetorical modes, such as narration, cause and effect, illustration, compare and contrast, to support a thesis.
 - I. 9. Analyze and synthesize information embodied in course readings.
 - I. 10. Employ expressive, expository, and argumentative strategies to support a thesis.
 - I. 11. Use efficient methods to edit papers, such as working on computerized word processing programs for both out-of-class and in-class assignments (provided computers with appropriate software are available).
 - I. 12. Write an in-class essay with adequate thesis, support, structural elements, while controlling grammatical clarity.
- II READING OBJECTIVES:
 - II. 1. Identify directly stated or implied main ideas of individual paragraphs within a complete text.
 - II. 2. Identify major and minor supporting details in paragraph.
 - II. 3. Write a summary of the content of essay and research sources in their own words.
 - II. 4. Apply an expanded vocabulary drawn from complete texts.
 - II. 5. Identify transitional words and phrases that reinforce unity and coherence in complete texts.
 - II. 6. Discuss the complexities of tone and mood in a complete text.
 - II. 7. Identify argument structures and evaluate conclusions in terms of elements, such as facts, assumptions, inferences, and personal opinions.
 - II. 8. Identify, synthesize, and evaluate information and opinions in a variety of texts that address similar issues.
- III RESEARCH OBJECTIVES:
 - III. 1. Use the Internet to research topics and access library resources, such as general and specialized databases.
 - III. 2. Evaluate the quality of textual and on-line databases.
 - III. 3. Acquire information from published texts that explains or clarifies a research topic.
 - III. 4. Record and appropriately integrate direct quotations, paraphrases, and summaries extracted from textual sources.
 - III. 5. Employ correct MLA citation format.
- IV OBJECTIVES FOR WRITING CONVENTIONS:
 - IV. 1. Construct sentences that are grammatically correct, syntactically logical, comprehensible, varied, and efficient.
 - IV. 2. Correct errors, such as comma splices, run-ons, fragments, misplaced modifiers, faulty agreement, and faulty reference.
 - IV. 3. Arrange both sentences and paragraphs in parallel structures.
 - IV. 4. Correct punctuation mistakes, such as the misuse of commas, semicolons, colons, apostrophes, and quotation marks.

- IV. 5. Identify and correct spelling errors, not only when using contractions and homonyms, but also when using common college level vocabulary.
- IV. 6. Sustain appropriate diction consistently throughout a composition.
- IV. 7. Maintain coherence when moving from abstract (general) to concrete (specific) language.
- IV. 8. Use metaphorical language, such as simile, metaphor, analogy, and recognize the difference between connotation and denotation.

Lecture Content

Essay writing Expressive essay Expository essay Argument essay Forming a thesis for an extended essay Planning the essay Writing introductions Subpoint method Anecdote Straw man Definition Example Reversal Writing middle paragraphs Rhetorically developed paragraphs Transition paragraphs Developing content Maintaining unity Maintaining coherence Near to far arrangement Far to near arrangement Climatic arrangement Inductive arrangement Deductive arrangement Writing conclusions Question conclusion Summary conclusion Summary writing Paraphrase writing Integrating sources Quotations Paraphrase Summary Critical reading Controlling ideas Main ideas Supporting details Summarizing Paraphrasing Contextual vocabulary development Transitional points Rhetorical structures Evaluate arguments Logic Factual evidence Anecdotal evidence Opinion Inferences Comparative reading Basic Research Skills Practice navigating online academic databases Acquire information on a specific subject using databases, reference materials, books in subject area and/or periodicals Select evidence from sources Employ MLA documentation style Conventions Sentences Parallel structure Punctuation Diction

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Instructional techniques involve some or all of the following: lecture/discussion, in-class writing prompts, peer feedback, close reading, group work, panel discussions, debates, response papers, quizzes, collaborative research presentations, workshops, library orientation, demonstrations, conferencing (individual and small group), multiple draft assignments, and instruction in revision and editing.

Reading Assignments

Reading and annotation of assigned essays, short reading response papers, reading quizzes, peer review, and research (both in the library and via databases).

Writing Assignments

Multiple drafts of essays, short response papers, summaries, paraphrases, in-class essays, in-class writing exercises, written peer review, research, and documentation.

Out-of-class Assignments

Time required for out-of-class assignments is 6 to 7 hours a week and will include: essay writing (multiple drafts), library orientation, basic research and appropriate documentation, summaries, paraphrases, short response papers and office visits/virtual contact with the instructor. Students will

be required to take part in a minimum of three hours of revision activities outside of class by going to the OCC Writing Center, working with the instructor during office hours, attending an 006 non-credit course or other activities as determined by the instructor.

Demonstration of Critical Thinking

Students will produce a minimum of six thousand words of formal writing, primarily in the form of academic essays and at least one in-class essay, to be evaluated by the instructor. Additional methods of evaluation may include portfolios, oral presentations, quizzes, essay exams, class discussion, and group projects.

Required Writing, Problem Solving, Skills Demonstration

In addition to the above, 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, and group projects. Revision is an essential component for academic writing, as such the three-hour revision activity is a requirement. Instructors will be provided with verification of students participation and progress in success center assignments. The three-hour revision activity requirement may be satisfied through the use of the following: A) Individual and/or group sessions at the student success center B) Meet with course instructor during office hours for individual instruction on upcoming paper or revision assignments. C) Workshops D) Directed Learning Activities E) Attending and enrolling in N006.

Eligible Disciplines

English: Masters degree in English, literature, comparative literature, or composition OR bachelors degree in any of the above AND masters degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Kirsznner, Laurie G. and Stephen R. Mandell. The Blair Reader: Exploring Issues and Ideas, 9th ed. Boston: Prentice Hall, 2016 Rationale:
- 2. Required McQuade, Donald and Robert Atwan. The Writers Presence: A Pool of Readings, 9th ed. Boston: Bedford/St. Martins, 2018 Rationale: -
3. Required Hacker, Diana, and Nancy Sommers. A Writers Reference, 9th ed. Boston: Bedford/St. Martins, 2017