

ENGL G100: ACADEMIC READING AND WRITING

Item	Value
Curriculum Committee Approval Date	02/19/2019
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)
Local General Education (GE)	<ul style="list-style-type: none"> GWC Written Communication (GA2)
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> Cal-GETC 1A English Composition (1A)
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> IGETC 1A English Composition (1A)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> CSU A2 Written Communications (A2)

Course Description

Formerly: ENGL G100. 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. Writing instruction includes expository and argumentative writing and documentation. Enrollment Limitation: ENGL C1000E; students who complete ENGL C1000 may not enroll in or receive credit for ENGL C1000E. PREREQUISITE: Placement as determined by the college's multiple measures assessment process. Transfer Credit: CSU; UC: Credit Limitation: ENGL C1000, ENGL C1000E, ENGL G100, ENGL G100H, and ENGL G100S combined: maximum credit, 1 course; ENGL G100S: maximum credit, 4 units. C-ID: ENGL 100. **Common Course Number:** ENGL C1000. **C-ID:** ENGL 100.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Support a thesis in an appropriately structured essay, using specific, factual, detailed information.
3. Evaluate research material relevant to a well-defined topic.
4. Use selected research material in a claim-based research paper following MLA guidelines.
5. Evaluate published texts and individual and collaborative writing by applying critical 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
 - 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

Lecture Content

Critical reading Primarily nonfiction college-level essays, and articles assigned on a regular basis as well as research sources Essays discussed in class for topics or models Student writing Occasional fiction is also appropriate but not required Writing in various discourse modes and rhetorical methods at least once every two weeks Out-of-class essays and timed in-class essays Essays ranging from 750-2000 words: MINIMUM of 6000 words per semester in final drafts Essays in a variety of discourse modes Essays written in edited, standard English Conducting research and writing a research paper, including, but not restricted to: Choosing a researchable topic Acquiring an overall view of research Preparing a works cited list Locating, evaluating and selecting appropriate and relevant research sources Taking notes from a variety of research sources Organizing the research materials into an appropriate order Integrating research into support of the project thesis Following MLA documentation conventions Composing a rough draft as well as a final draft of the research paper

Method(s) of Instruction

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

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.

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.

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.

Out-of-class Assignments

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

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.

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 Lumen Learning . English 1:Hymowec, ed. Lumen Candala (OER), 2017 2. Required Saylor.Org Academy. ENGL001: English Composition I, ed. Saylor Academy (OER), 2018 3. Required Scott Davis. Writing in College: From Competence to Excellence , ed. Creative Commons: Coastline College (OER), 2016 4. Required Megan Rizzoli. Spectrum II: A Collection of Essays , ed. Breadan, 2018 5. Required Johnson-Sheehan and Paine. Writing Today, ed. Pearson, 2016 6. Required Laurie G. Kirsznner. Patterns for College Writers , ed. Bedford Books, 2018 7. Required Lee A. Jacobus. A World of Ideas, ed. Bedford/St.Martins, 2016 8. Required Gerald Graff Cathy Birkenstein. They Say, I Say: The Moves That Matter in Academic Writing, ed. Norton, 2009 Rationale: The text They Say / I Say: Lays out major rhetorical moves in academic writing. The templates at the end of each chapter are great because they help students see that they can learn to sound like professional writers through repeated use of certain standard expressions and sentence structures. I use some of the readings at the end of the book for smaller exercises, such as an Annotation Wiki I ask students to add to on Canvas.