

# ENGL G100S: ACADEMIC READING AND WRITING

Item	Value
Curriculum Committee Approval Date	10/19/2021
Top Code	150100 - English
Units	6 Total Units
Hours	108 Total Hours (Lecture Hours 108)
Total Outside of Class Hours	0
Course Credit Status	Credit: Support Course - Degree Applicable (T)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> <li>Cal-GETC 1A English Composition (1A)</li> </ul>
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> <li>IGETC 1A English Composition (1A)</li> </ul>
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> <li>CSU A2 Written Communications (A2)</li> </ul>

## Course Description

Formerly: ENGL G100S. 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. This course includes embedded support. Writing instruction includes expository and argumentative writing and documentation. Enrollment Limitation: ENGL C1000; students who complete ENGL C1000E may not enroll in or receive credit for ENGL C1000. PREREQUISITE: Placement as determined by the college's multiple measures assessment process. ADVISORY: ESL G088, or appropriate English placement. 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 C1000E.C-ID: ENGL 100.

## Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Evaluate published texts and individual and collaborative writing by applying critical reading strategies.
3. Support a thesis in a structured essay, using specific, factual, detailed information.
4. Use sources in a claim-based research paper following MLA guidelines.
5. Write sentences that are clear, varied, and reasonably free of errors.
6. Implement specific strategies for revision.

## Course Objectives

- I Reading
  - I. 1. Apply the principles of analytical reading to evaluating a variety of primarily non-fiction published texts as well as to ones own writing and the writing of peers.
  - I. 2. Demonstrate comprehension of assigned texts by identifying the main ideas and supporting examples.
  - I. 3. Use critical and analytical reading strategies to annotate text; 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
  - I. 4. Improve comprehension and retention abilities while improving outlining and note-taking skills related to reading
- II Writing
  - II. 1. Develop organized paragraphs supported with evidence from class texts and personal experience or observation.
  - II. 2. 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
  - II. 3. Develop the thesis in an appropriately structured essay, using specific, factual, detailed support paragraphs
  - II. 4. Maintain logical order in ideas and paragraphs
  - II. 5. 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.
  - II. 6. Choose the appropriate rhetorical method or discourse methods for an assigned topic and write papers employing one or more of these methods
  - II. 7. Write arguments, both documented and undocumented that employ valid reasoning and avoid fallacies; base these arguments on facts and reliable evidence.
  - II. 8. Be sensitive to audience in terms of tone and content
  - II. 9. Edit his/her own work: correct spelling, punctuation, grammar, and usage errors; correct awkward sentences and paragraphs; restructure disorganized paragraphs and essays; remove irrelevant or superficial material from a paragraph or an essay
  - II. 10. Apply instructional feedback to the stages of the writing process
  - II. 11. Recognize and implement specific strategies for local and global revision

## Lecture Content

Reading Critical Reading Skills: 1. Annotation 2. Notetaking 3. Summary Comprehension: 1. Distinguish fact from opinion 2. Understand literal and inferential meanings from texts 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 the authors 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 are 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 instruct 6. Emphasizing grammar and mechanics in writing and examining the ways grammar and writing affect meaning and impact on the 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 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 the 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 5. Exercises to address barriers to success Time Management techniques Goal-Setting Organization and Planning 6. Recognize the value of and utilize Student Support Services Writing Center Tutoring Center Teacher and Office Hours EOPS/DSPS

## Lab Content

N/A

## Method(s) of Instruction

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

## Instructional Techniques

Scheduled lecture hours Demonstration/modeling Individualized feedback on student work Student presentations Discussion Feedback/evaluation of skills practice Writing Workshops Revision Workshops Oral and Written Feedback on Student Drafts Computer work and technology mediated instruction. Conferences.

## 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.

## 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

## 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 reflections, portfolios, oral presentations, quizzes, essay exams, reading analysis, 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 reflections, portfolios, oral presentations, quizzes, essay exams, reading analysis, 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 Johnson-Sheehan, Richard and Charles Paine. Writing Today, 3rd ed. Pearson, 2016 2. Required Kirsner, Laurie G.. Patterns for College Writers, 2nd ed. Bedford/St. Martins, 2018 3. Required Lee A. Jacobus. A World of Ideas, ed. Bedford/St. Martins, 2016 4. Required Barrios, Barclay. Emerging: Contemporary Readings for Writers, 4th ed. Bedford/St. Martins, 2018 5. Required Modern Language Association. MLA Handbook for Writers, current ed. The Modern Language Association of America, 2016 6. Required Lumen Learning . English 1:Hymowek, ed. Lumen Candala(OER), 2017 7. Required Saylor.Org Academy.. ENGL001: English Composition I, OER ed. Saylor Academy, 2018

## Other Resources

1. Software (e.g Inquizitive, Launchpad Solo)