



COURSE OUTLINE OF RECORD

Number: ENGL G100S

TITLE: Freshman Composition With Support

ORIGINATOR: Ayesha Zia

EFF TERM: Fall 2022

FORMERLY KNOWN AS: ENGL G103 Freshman
Composition Intensive

**DATE OF
OUTLINE/REVIEW:** 10-19-2021

CROSS LISTED COURSE:

TOP NO: 1501.00

CID: ENGL 100

SEMESTER UNITS: 6.0

HRS LEC: 108.0

HRS LAB: 0.0

HRS OTHER: 0.0

CONTACT HRS TOTAL: 108.0

STUDY NON-CONTACT HRS RECOMMENDED: 216.0

TOTAL STUDENT LEARNING HRS: 360.0

CATALOG DESCRIPTION:

This course allows students to fulfill their English composition requirement while concurrently receiving extra time, support and assistance. The Freshman Composition component of the class emphasizes the composition and revision of essays, critical thinking, critical reading, and documentation. The additional class time allows for extra assistance in English writing skills, grammar, sentence structure, usage, and punctuation, with a concentration on writing expository paragraphs. The emphasis on paragraph development will complement the writing of the expository and argumentative essay. UC credit limitations: ENGL G100, ENGL G100H, and ENGL G100S combined: maximum credit, 1 course. ENGL G100s: maximum credit, 4 units.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

- ESL G088: Academic Writing for Multilingual Students 3
or
- Appropriate English Score

ASSIGNED DISCIPLINES:

English

MATERIAL FEE: Yes ☐ No ☒ Amount: \$0.00

CREDIT STATUS: Noncredit ☐ Credit - Degree Applicable ☒ Credit - Not Degree Applicable ☐

GRADING POLICY: Pass/No Pass ☐ Standard Letter ☒ Not Graded ☐ Satisfactory Progress ☐
P/NP/SP Noncredit ☐ Letter Noncredit ☐

OPEN ENTRY/OPEN EXIT: Yes ☐ No ☒

TRANSFER STATUS: CSU Transferable ☐ UC/CSU Transferable ☒ Not Transferable ☐

BASIC SKILLS STATUS: Yes ☐ No ☒

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 ☒ Yes ☐ NUMBER REPEATS:

CB25 GENERAL EDUCATION STATUS: A = CSU A2, CSU A3, UC IGETC 1A, UC IGETC 1B OR GE
Engl Comp artic w/ 4-year or local GE Engl Comp

CB26 SUPPORT COURSE STATUS: S = Support course

REQUIRED FOR DEGREE OR CERTIFICATE: No [] Yes [X]

Elementary Teacher Education (Associate in Arts for Transfer)

Liberal Arts: Emphasis in Arts and Humanities (Associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:

IGETC Area 1: English Communication

1A: English Composition

CSU GE Area A: Communication in the English Language and Critical Thinking

A2 - Written Communication

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. Incorporate sources into a claim-based research paper using MLA format.
4. Write sentences that are clear and varied, reasonably free of errors.
5. Recognize and 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 one's 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

COURSE CONTENT:

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 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 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
 - A. Time Management techniques
 - B. Goal-Setting
 - C. Organization and Planning
6. Recognize the value of and utilize Student Support Services
 - A. Writing Center
 - B. Tutoring Center

C. Teacher and Office Hours

D. EOPS/DSPS

METHODS OF INSTRUCTION:

- A. Lecture:
- B. Online:
- C. Independent Study:
- D. Hybrid:

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.

Writing Assignments

- A. Research and documentation.
- B. Essays in response to essay prompts and assignments.
- C. Written exercises requiring students to identify and implement reading strategies to analyze and interpret texts
- D. Journals
- E. 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.

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:

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.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

1. Johnson-Sheehan, Richard and Charles Paine. *Writing Today*, 3rd ed. Pearson, 2016
2. Kirsznner, Laurie G.. *Patterns for College Writers*, 2nd ed. Bedford/St. Martin's, 2018
3. Lee A. Jacobus. *A World of Ideas*, ed. Bedford/St.Martin's, 2016
4. Barrios, Barclay. *Emerging: Contemporary Readings for Writers*, 4th ed. Bedford/St. Martins, 2018
5. Modern Language Association. *MLA Handbook for Writers*, current ed. The Modern Language Association of America, 2016
6. Lumen Learning . *English 1:Hymoweck*, ed. Lumen Candala(OER), 2017
7. 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](#)