



COURSE DISCIPLINE : ENGL

COURSE NUMBER : 199

COURSE TITLE (FULL) : Composition Workshop for Reading, Writing, and Academic Literacy

COURSE TITLE (SHORT) : Comp Wrkshp Rdng, Wrtnng, and Acad Lit

CATALOG DESCRIPTION

ENGL 199 is for students who have assessed into ENGL 120 or who have successfully completed a developmental English course at Glendale Community College and desire to concurrently enroll in English 101+: Freshman English. ENGL 199 includes rigorous content and support for students in English 101+ that focuses on reading, writing, and critical thinking. Students practice articulating written arguments and buttress their skills in grammar, editing, and essay organization. Students develop strong academic identities, and build and strengthen their relationships with texts and peers.

Total Lecture Units: 0.00
 Total Laboratory Units: 0.50
Total Course Units: 0.50

Total Lecture Hours: 0.00
 Total Laboratory Hours: 36.00
 Total Laboratory Hours To Be Arranged: 0.00
Total Contact Hours: 36.00

Prerequisite: Placement is based on a composite of test scores and academic background or successful completion of English 191.

Corequisite: ENGL 101+.

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	191	* Writing Workshop II	Analyze short essays (approximately 2-6 paragraphs in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence; This is the requisite students would need to be able to enter the English 101/English 199 path we are proposing. Students would need to have completed English 191 or have been placed into English 120.	Yes
2	ENGL	191	* Writing Workshop II	evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;	Yes
3	ENGL	191	* Writing Workshop II	organize and write an essay which addresses the topic and is directed by a thesis statement;	Yes

4	ENGL	191	* Writing Workshop II	organize and write an essay which has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization;	Yes
5	ENGL	191	* Writing Workshop II	organize and write an essay which shows some awareness of critical thinking and linkage of evidence with assertion;	Yes
6	ENGL	191	* Writing Workshop II	organize and write an essay which develops ideas, moving from general to specific;	Yes
7	ENGL	191	* Writing Workshop II	organize and write an essay which is easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
8	ENGL	191	* Writing Workshop II	organize and write an essay which uses a variety of sentence types.	Yes
9	ENGL	101	Freshman English	read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;	Yes
10	ENGL	101	Freshman English	organize, develop, and revise original writing using appropriate tone, style, and semantics;	Yes
11	ENGL	101	Freshman English	understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;	Yes
12	ENGL	101	Freshman English	analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;	Yes
13	ENGL	101	Freshman English	examine values, identify bias and prejudice, and objectively summarize the views of others;	Yes
14	ENGL	101	Freshman English	prepare a research paper using proper documentation and format.	Yes

EXIT STANDARDS

1	Apply reading skills including annotation, note taking, and prereading;
2	analyze texts' argumentative structures;
3	apply knowledge of argument structure moving beyond pro/con binary arguments in writing and classroom discourse;
4	write fluently, developing strong arguments which are well organized and well evidenced;
5	apply revision techniques to improve writing, grammar, and mechanics;
6	utilize campus resources available to students for success in English courses;
7	apply habits of mind for success in English courses.

STUDENT LEARNING OUTCOMES

1	gain reading comprehension and writing skills appropriate for success in English 101 and beyond
2	enhance critical thinking, writing, and reading comprehension skills
3	implement correct grammar and editing skills

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Critical Reading Skills</p> <ul style="list-style-type: none"> • Prereading skills (activating prior knowledge, understanding academic article structure and textbook organization, defining texts' schema etc.) • Annotation • Notetaking strategies • Metacognitive reading strategies such as think-alouds talking to the text, reading strategies inventory, and other routines to enhance understanding of course assignments, texts, and supplementary texts 	6	0	6
2	<p>Definition, Identification, and Application of Written Rhetorical Strategies</p> <ul style="list-style-type: none"> • Analysis of argument structure, use of evidence, and abstract ideas • Moving beyond binary or "pro-con" argument • Making connections among texts, personal experience, and society 	6	0	6
3	<p>Writing</p> <ul style="list-style-type: none"> • Prewriting and idea generation • Paragraph development • Thesis development • Incorporating outside text and arguments into writing • Evidence analysis • Anticipating audience need • Purpose and audience • Argument formulation • Logical organization, unity and coherence • Standard paper format • Revision strategies 	9	0	9
4	<p>Contextualized "Just-in-time" Remediation for Grammar and Mechanics</p> <ul style="list-style-type: none"> • Collaborative writing and editing assignments • Individual and group presentations on grammar and mechanics concepts • Peer review □ 	6	0	6

5	Research Strategies <ul style="list-style-type: none"> • Sources • Evaluation • Citation styles including MLA and APA ☐ 	3	0	3
6	Habits of Mind for Success in English Courses <ul style="list-style-type: none"> • Motivational and support tools for success in English 101 • Coaching on grit, self-advocacy, growth mindset, and time-management skills • Group work (or hive-mind) dynamics • Reading Apprenticeship, instructor interfacing, and extended opportunity for assignment development • Campus support and academic services ☐ 	6	0	6
				36

OUT-OF-CLASS ASSIGNMENTS

1	online discussion and peer support assignments;
2	annotating, vocabulary building, and notetaking activities (e.g. watch a brief interview with an author, find three causes which motivated ze to write an essay. Then, find examples in the text that support ze's assertions);
3	journal responses to primary English 101 and supplementary English 199 readings;☐
4	reflective writing (e.g. reflection on a working draft to decide revision strategies);☐
5	outlining/mapping work (e.g. planning a draft or reworking a draft);☐
6	source evaluation (e.g. basic source evaluations, annotated bibliography entries, etc.);☐
7	formal paragraphs focusing on major inquiry questions or themes related to each course unit (e.g. write a paragraph which compares and contrasts the ways two alternate narratives about Los Angeles subvert the dominant "LaLa Land" story of LA).

METHODS OF EVALUATION

1	formal paragraphs written during class emphasizing needed skills for a correlative, formal English 101 assignment (e.g. summary of a complex text such as Ulin's "Freeway Jam";
2	final exam (e.g. a self-reflection essay which describes the student's academic identity, growth, and areas of strength and weakness).

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Discussion
- Multimedia
- Tutorial
- Collaboratory Learning
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
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course materials from English 101 and additional instructor generated materials	Required	varies		print	varies		
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GLENDALE COMMUNITY COLLEGE

--FOR COMPLETE OUTLINE OF RECORD SEE GCC WEBCMS DATABASE--