



**COURSE OUTLINE: ENGL 199**  
**C Credit – Not Degree Applicable**  
**COURSE ID 010179**  
**March 2019**

**COURSE DISCIPLINE:** ENGL  
**COURSE NUMBER:** 199  
**COURSE TITLE (FULL):** Composition Workshop for Reading, Writing, and Academic Literacy  
**COURSE TITLE (SHORT):** Composition Workshop for Reading, Writing, and Academic Literacy

### **CATALOG DESCRIPTION**

ENGL 199 is for students who have successfully completed a developmental English course at Glendale Community College, or for any student who desires additional support in an English courses. ENGL 199 includes rigorous content and support for students in English courses 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. Note: This course is taught in a computer laboratory environment. Note: This course is a Pass/No Pass only

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**

**Total Out-of-Class Hours: 0.00**

Prerequisite: Placement is based on academic background or successful completion of ENGL 191, ENGL 120, ENGL 100 or ESL 151, or the equivalent.



**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting without plagiarism;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author’s ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems;	Yes



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11	ESL	151	Reading And Composition V	read and critically analyze various academic readings;	Yes
12	ESL	151	Reading And Composition V	summarize readings;	Yes
13	ESL	151	Reading And Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes
14	ESL	151	Reading And Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading And Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading And Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading And Composition V	compose one research paper (1,000 words) or two short research papers (500- 700 words each) with citations.	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 apply critical thinking, writing, and reading comprehension skills to reading and writing assignments
- 2 implement correct grammar, proofreading and revision skills



**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

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



5	<b>Research Strategies</b> <ul style="list-style-type: none"> <li>• Sources</li> <li>• Evaluation</li> <li>• Citation styles including MLA and/or APA</li> </ul>	3	
6	<b>Habits of Mind for Success in English Courses</b> <ul style="list-style-type: none"> <li>• Motivational and support tools for success in English 101</li> <li>• Coaching on grit, self-advocacy, growth mindset, and time-management skills</li> <li>• Group work (or hive-mind) dynamics</li> <li>• Reading Apprenticeship, instructor interfacing, and extended opportunity for assignment development</li> <li>• Campus support and academic services</li> </ul>	6	
			12

**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
- Studio
- Discussion



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- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

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