



COURSE OUTLINE : ENGL 101+
D Credit – Degree Applicable
COURSE ID 010373
Cyclical Review: February 2019
Revision: November 2021

COURSE DISCIPLINE : ENGL

COURSE NUMBER : 101+

COURSE TITLE (FULL) : Introduction to College Reading and Composition

COURSE TITLE (SHORT) : Introduction to College Reading and Composition

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID: ENGL 100 – College Composition

ACADEMIC SENATE DISCIPLINE: English

CATALOG DESCRIPTION

ENGL 101+ is an introduction to college composition that begins to prepare students for writing in the university setting and for a variety of contexts beyond the classroom. Students practice critical thinking, reading, and writing by applying a variety of strategies. Through reading and discussion of selected works, students learn to identify arguments and analyze texts for purpose, audience, context, and overall composition. Through writing, students contribute to an academic conversation and learn to position their ideas in relation to the ideas of others. Students also develop skills in argumentation, source integration, analysis of evidence, college-level research methods, information literacy, and citing according to academic conventions. In the writing process, students learn to generate original ideas through writing and to revise their work according to audience expectations.

CATALOG NOTES

Note: Students attempting English 101 for third time will be required to enroll in English 101+.

Total Lecture Units:4.00

Total Laboratory Units: 0.50

Total Course Units: 4.50

Total Lecture Hours:72.00

Total Laboratory Hours: 27.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 99.00

Total Out-of-Class Hours: 144.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ESL	151	Reading And Composition V	Read and critically analyze various academic readings;	Yes
2	ESL	151	Reading And Composition V	summarize readings;	Yes
3	ESL	151	Reading And Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes
4	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
5	ESL	151	Reading And Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
6	ESL	151	Reading And Composition V	employ basic library research techniques;	Yes
7	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
8	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
9	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
10	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
11	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
12	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
13	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
14	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



15	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
16	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
17	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes

EXIT STANDARDS

- 1 read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose, utilizing annotation, note-taking and pre-reading strategies;
- 2 apply a variety of rhetorical strategies in writing well-organized essays directed by a well-reasoned thesis statement with persuasive support, moving beyond pro/con binary arguments;
- 3 develop varied and flexible strategies for generating, drafting, and revising essays;
- 4 analyze stylistic choices in their own writing and the writing of others;
- 5 write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence;
- 6 integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism;
- 7 find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format;
- 8 proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation;
- 9 utilize campus resources available to students for success in English courses;
- 10 apply habits of mind for success in English courses.

STUDENT LEARNING OUTCOMES

- 1 critically read materials from a variety of perspectives in order to identify arguments and develop analytical response based on textual evidence;
- 2 write and revise thesis-driven essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate to the academic context, including appropriate use of sources, evidence, tone, style, and semantics;
- 3 prepare and revise writing projects that select, evaluate, synthesize, and apply source material gathered through academic research methods, employing quotation, paraphrase, summary, and analysis as effective means of support and development of the writer's ideas, cited and formatted according to academic conventions.
- 4 implement correct grammar, proofreading and revision skills.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

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	Description	Lecture	Lab	Total Hours
1	<p>Analytical Reading</p> <ul style="list-style-type: none"> • Reading strategies (including pre-reading skills such as activating prior knowledge, understanding academic article structure and textbooks organization, defining texts' schema, etc.) • Annotation strategies • Close reading of various forms of texts • Identifying arguments • Analyzing purpose, audience, context, and overall composition • Metacognitive reading strategies such as think-alouds, talking to the text, reading strategies inventory, and other routines to enhance understanding of the course assignments, texts, and supplementary texts; • Class discussion and informal writing on selected texts 	17	4	21
2	<p>Writing Process</p> <ul style="list-style-type: none"> • Invention, idea generation, brainstorming techniques • Prewriting • Outlining • In-class essay strategies • Revision strategies (a) big picture revision (organization, development, sound reasoning) (b) sentence-level revision (proofreading skills/addressing common errors, transitions, sentence variety) • Peer response techniques 	15	3	18



3	<p>Academic Writing</p> <ul style="list-style-type: none"> • Diagnostic essay • Thesis • Development and thesis evolution • Analysis/synthesis (including evidence analysis) • Essay structure • (a) introductions • (b) paragraphing • (c) conclusions • Organization • Use of evidence • Source integration • (a) summarizing • b) paraphrasing • (c) quote selection • (d) framing quotes with lead-ins and lead-outs • (e) signal phrases 	20	3	23
4	<p>Rhetorical Knowledge</p> <ul style="list-style-type: none"> • Assessing and analyzing genre, purpose, audience, context • Assessing voice and tone • Analysis of argument structure, use of evidence, and abstract ideas • Moving beyond binary or "pro-con" arguments • Making connections among texts, personal experience, and society • Rhetorical appeals • (a) ethos • (b) pathos • (c) logos 	6	1	7
5	<p>Research Methods</p> <ul style="list-style-type: none"> • Using the library • Scholarly databases • Determining scale and scope of research • Generating strong research questions • Vetting and evaluating sources • Primary and secondary sources • Annotating sources 	11	3	14
6	<p>Academic Writing Conventions</p> <ul style="list-style-type: none"> • MLA and/or APA style citations (in-text and works cited) • Recognizing distinctions between various citation styles and conventions (APA, MLA, etc.) 	3	1	4



7	Contextualized "Just-in-time" Remediation for Grammar and Mechanics <ul style="list-style-type: none"> • Collaborative writing and editing assignments • Individual and group presentations on grammar and mechanics concepts • Peer review 	0	6	6
8	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 services⁶ 	0	6	6
				99

OUT OF CLASS ASSIGNMENTS

- 1 students will write a minimum of 6,000 words of formal writing incorporating a variety of rhetorical strategies;
- 2 writing projects will require students to use analytical reading and thinking strategies to compose texts that respond to a variety of rhetorical contexts and incorporate college-level research;
- 3 primarily, students will compose academic essays;
- 4 reflective writing, including online discussion and peer support assignments, and reading journals/responses;
- 5 annotating, vocabulary building, and note taking activities; prewriting/outlining, including mapping work and revision;
- 6 rough drafts of essays, including scaffolded assignments such as writing formal paragraphs focusing on major inquiry questions or themes related to each course unit;
- 7 annotated bibliography, including source evaluation;
- 8 multimodal writing projects (e.g. make a case that your neighborhood should be included in a tour of Los Angeles, using text, images, and song lyrics);
- 9 essays that incorporate research (e.g. a question-driven, two-thousand word research paper which incorporates six sources, including scholarly articles).

METHODS OF EVALUATION

- 1 textual response and other writing assignments, including 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 group or individual presentations;
- 3 class participation in peer review, and collaborative work;
- 4 portfolios, including essay revisions and a self-reflection essay (e.g. one which describes the student's academic identity, growth, and areas of strength and weakness).



METHODS OF INSTRUCTION

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

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
The Little Seagull Handbook	Required	W.W. Norton and Company	3	print	Bullock, Richard, et. al.	0393602648	2016
Writing at GCC: An Open Source Writing Handbook	Required	Glendale College		PDF/Canvas OER	Glendale Community College English Faculty		2017
From Inquiry to Academic Writing: A Practical Guide	Required	Macmillan	4	print	Stuart Greene	1319071244	2018
Rules for Writers	Required	Bedford/St. Martin's	8	print	Hacker, Diana	1319083498	2016
A Writer's Reference	Required	Bedford/St. Martin's	9	print	Hacker, Diana	1319057446	2017
Readings for Writers	Required	Cengage	15	print	McCuenMetherell, JoRae	1305087860	2015
Writing Analytically	Required	Wadsworth	8	print	Rosenwasser, David	0072469315	2018

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