



ENGL 120A - Reading & Composition STRETCH1 Course Outline

Approval Date: 02/13/2019

Effective Date: 08/12/2019

SECTION A

Unique ID Number CCC000602495

Discipline(s) English

Division Language and Developmental Studies

Subject Area English

Subject Code ENGL

Course Number 120A

Course Title Reading & Composition STRETCH1

TOP Code/SAM Code 1501.00 - English Language and Literature, General / E - Non-Occupational

Rationale for adding this course to the curriculum English 120A is the first semester of a two-semester "stretch" version of our standard transfer English composition course (120). It serves a need for students who prefer an extended period of study with sustained attention to and practice of college reading, writing, and research skills.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 25

Grading Option Letter Grade Only

Distance Education On-Campus

Mode of Instruction Hybrid

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog English 120A is the first semester of a two-semester sequence developing

Description expository, narrative, and argumentative writing based on reading and analysis of essays and other college-level texts. This course emphasizes critical reading and thinking skills along with instruction in writing academic essays, including the concepts of coherence, clarity, and unity. 5,000 to 6,000 words of writing are required.

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SECTION D

Condition on Enrollment

1a. Prerequisite(s)

- ENGL 90 with a minimum grade of C or better or
- Appropriate placement

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Think, read, and write critically about a variety of ethical, civic, and cultural topics.
- B. Write unified, coherent, well supported, and grammatically correct documents while also demonstrating adequate research skills, including locating, evaluating, integrating, and documenting sources using discipline appropriate styles, such as MLA.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Recognize and understand the relationship of critical reading, critical thinking, and the writing process
- B. Read, comprehend, and analyze college-level texts of varying lengths, styles, and subjects and representing a variety of cultures and perspectives; Identify main and supporting ideas and underlying structure
- C. Demonstrate an awareness of the writing process, specifically the ability to plan, draft, revise, and edit
- D. Write a clearly conceived and well-formulated essay, reasonably free from errors; Demonstrate a clear and thoughtful thesis as well as the ability to move from general statement to specific support

- E. Analyze stylistic choices in their own writing and the writing of others
- F. Write timed/in-class essays
- G. Demonstrate ability to incorporate summary and quotations, presenting and citing references to outside sources correctly according to MLA in-text citation guidelines
- H. Observe the standards of academic English composition, including the conventions of punctuation, mechanics, and spelling
- I. Design and deliver oral presentations
- J.

3. Course Content

This course can be organized around writing modes or subject themes. A typical "mode" syllabus progresses from narration, description, and process analysis, to illustration, cause/effect, and argument. Instructors may present rhetorical modes as strategies demonstrated in the content of a given essay.

- A. Sample readings of a sufficient number of expository essays, fiction, non-fiction and other types of texts will familiarize students with the mode or subject they will respond to with written essays. Reading should include texts representative of a variety of cultures and perspectives. A thorough discussion of content (for basic comprehension) of expository and/or narrative prose will lead to the exploration of rhetorical strategies used by the author to present ideas; an attention to style, tone, language and vocabulary; and the analysis of ideas presented in texts
- B. The writing process is a primary focus of this course, including the following:
 1. Pre-writing techniques
 2. Essay unity, focus, and structure; main ideas and thesis statement.
 3. Review of paragraph unit, structure and development.
 4. Revision, editing, and proofreading. Presentation.
- C. Coordination with the campus Success Centers provides supplemental instruction in essay development, research, and sentence skills, and introduces students to campus support resources. Five hours of supplemental instruction are recommended.
- D. Research Skills: Instruction in this area should include: use of the library as well as internet databases, incorporation of materials from outside sources, including summary and quotations, proper citation and Works Cited according to MLA format.
- E.

4. Methods of Instruction:

Activity: In-class and homework writing assignments

Discussion:

Individualized Instruction: -Students are directed to Success Centers for individualized support with specific, identified skill needs

Lecture: Students will engage a variety of instructional modes, including lectures, discussion and collaborative group work. Multi-media tools, including recordings, podcasts, film, and documentaries may be encountered. Delivery of content will be balanced with hands-on practice of writing and response.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- -in-class essay exam -reading comprehension test

Quizzes -- -grammar quizzes -quiz on proper use of quotes and citation

Portfolios -- -essay draft portfolio -reading response portfolio

Papers -- compare contrast essay text analysis essay

Oral Presentation -- -group presentation of reading text -research paper presentation

Additional assessment information:

Students will be evaluated primarily by academic essays, including timed/in-class writing, which will account for 75%-85% of the overall Course Grade).

Additional methods of evaluation may include portfolios, oral presentations, quizzes, essay exams, class discussion, and group projects.

Letter Grade Only

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Students will be required to read essays, literary, or nonfiction works and review multiple mediums of information. They are required to comprehend, analyze, evaluate, and respond to college-level texts and related mediums of information.

For example, read Chapter 1 in the book-length non-fiction text *A Hope in the Unseen*. Keep a journal in which you identify 3 main ideas or themes of the chapter, 3 significant quotations along with an explanation of why you chose them, and 1 question to generate class discussion.

For example, read Isaac Asimov's essay on intelligence. Discuss Asimov's definition of intelligence. In peer groups, arrive at a group definition of intelligence.

For example, read from Daniel Chacón's *and the shadows took him* and respond from the point of view of another character such as Vero.

B. Writing Assignments

Students will write 5,000-6,000 words in six to eight assignments.

For example, write an essay that presents a self-portrait. Focus the essay on who you are and how you communicate this identity. Start by presenting the kind of person you are. Then illustrate this identity with supporting points, examples, and details. As part of your discussion, examine and compare two photographs of yourself: your photo ID (student ID or driver's license) and a snapshot or portrait of yourself (such as a yearbook or wedding photo). Consider how accurately or completely each of these photographs represents you. Also, discuss which you prefer and why. Finally, discuss how else you communicate who you are to the world (family, friends, employers, strangers, etc.) Who gets the most complete and authentic picture of you? Why?

For example, prepare a detailed outline comparing and contrasting your life, or aspects of it, to one or more characters in Michele Serros' *Chicana Falsa*. The essay, to be written in class with the aid of your prepared outline, should have an overall point, your thesis, about those similarities and differences. Be sure to include specific and detailed examples.

C. Other Assignments

Students will be directed to Success Centers that support this course for supplemental instruction in primary Course Objectives as well as in identified, individual learning needs.

For example, work through the Writing Center Module on Punctuation and Proper Comma use. After reviewing the materials and example, take the assessment quiz to develop skill proficiency. Once complete, work with an Instructional Assistant to review comma use in one of your own written documents.

For example, participate in Writing Success Center module introducing Essay Types and Structure. Review the materials and apply them to a current essay assignment. Follow up with instructional support to reflect upon and assess your developing essay structure.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Hacker, Diana
Title: Rules for Writers
Publisher: Bedford/St. Martin's
Date of Publication: 2016
Edition: 8

Book #2:

Author: Juzwiak, Chris
Title: Touchstones
Publisher: Bedford/St. Martin's
Date of Publication: 2013
Edition:

Book #3:

Author: Hong-Kingston, Maxine
Title: The Woman Warrior
Publisher: Vintage
Date of Publication: 1989
Edition:

Book #4:

Author: Palmquist, Mike
Title: The Bedford Researcher
Publisher: Macmillan
Date of Publication: 2016
Edition: 6

Book #5:

Author: Graff, Gerald
Title: They Say / I say: The Moves That Matter in Academic Writing, with 2016 MLA Update
Publisher: W.W. Norton & Co

Date of
Publication: 2018
Edition:

B. Other required materials/supplies.