

## ENGL099 - Introduction to Composition with Integrated Support

### General Information

<b>Author(s):</b>	Support, Tech Garcia, Anaisabelle Diaz, Darlene Espinosa, Laura eLumen, SCC
<b>Proposal Start:</b>	Spring 2019
<b>Distance Education Approved:</b>	No
<b>TOP Code:</b>	1501.00
<b>TOP Code Name:</b>	English
<b>CIP Code:</b>	23.0101
<b>CIP Code Name:</b>	English Language and Literature, General
<b>SAM Code:</b>	E = Non-Occupational
<b>Course Control Number:</b>	CCC000600972
<b>Curriculum Committee Approval Date:</b>	10/29/2018
<b>Board of Trustees Approval Date:</b>	11/26/2018
<b>External Review Approval Date:</b>	01/24/2019
<b>Course Description:</b>	Prepares students for academic reading, critical reasoning, and the expository and argumentative writing expected in transfer and associate degree classes. Additional hours in the Writing Center required for an advanced review of the principles of standard English grammar, sentence and paragraph structure as well as strategies to approach, develop, and refine various writing assignments.
<b>Submission Rationale:</b>	Mandatory Revision

### Faculty Minimum Qualification Requirements

<b>Master Discipline Preferred:</b>	English
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<b>Alternate Master Discipline Preferred:</b>	No value
<b>Bachelors or Associates Discipline Preferred:</b>	No value
<b>Additional Bachelors or Associates Discipline:</b>	No value

## Course Development Options

Course Basic Skill Status	Grading Criteria	Grade Options
Course is not a basic skills course.	0	Letter Grade methods Other: Overall grades will be based on a standard percentage scale: 100-90 = A 89-80 = B 79-70 = C 69-60 = D Below 60 = F Writing assignments will be graded based on the following three areas: Grammar, mechanics, and usage Organization and unity Development
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge		
<b>Rationale For Credit By Exam/Challenge</b>	<b>Retake Policy Description</b>	<input type="checkbox"/> Allow Students To Audit Course
No value	NR - Non-Repeatable	
<b>Course Prior to College Level</b>		
One level below transfer.		

## Associated Programs

Associated Program	Award Type
No value	No value

## Transferability & Gen. Ed. Options

Request for Transferability	Transferability Status
Not transferable	Not transferable

## Units and Hours

### Summary

<b>Minimum Units</b>	4.5	<b>Total Course In-Class (Contact) Hours</b>	108	<b>Total Student Learning Hours</b>	252
<b>Minimum Units</b>	4.5	<b>Total Course Out-of-Class Hours</b>	144	<b>Faculty Load</b>	6

### Detail

#### Weekly Student Hours

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	4	8
Lab Hours	2	-
Activity Hours	-	-

#### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	72
Lab	36
Activity	-
<b>Total</b>	108

#### Course Out-of-Class Hours

Lecture	144
Lab	-
Activity	-
<b>Total</b>	144

## Units and Hours - Weekly Specialty Hours

**Requisites**

No value

**Entrance Skills****Skill****Rational (Optional)**

No value

No value

**Limitations on Enrollment****Specifications****Methods of Instruction****Rationale (Optional)**

Activity

Cooperative Learning

Debate

Directed Study

Discussion

Handouts

Individualized Instruction

Instructor-Prepared Materials

Journaling

Lab

Lecture

Mediated Learning

Projects

**Outside-of-Class Assignments Only**

- Writing paragraphs and journals

- Revising paragraphs
- Reading textbook assignments
- Reading non-fiction work
- Analyzing academic writing
- Writing essays
- Revising essays
- Conducting research
- Completing textbook exercises and handouts

Methods of Evaluation	Rationale (Optional)
Computer Assignments	
Exams/Tests	
Final Exam	
Group Projects	
Oral Presentation	
Papers	
Portfolios	
Projects	
Quizzes	
Research Papers/Projects	
Worksheets	
Class Participation	
Class Performance	
Class Work	
Homework	
Journaling	
Lab Activities/Exercises	

Textbook Rationale	No value
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Textbooks

Author	Title	Publisher	Date	ISBN
Langan, J.	College Writing Skills with Readings	McGraw-Hill Higher Education	2013 (\$72)	0078036275
Graff, G., C. Birkenstein, R. Durst	They Say, I Say	Norton WW. Norton and Company	2016 (\$28)	0393617440

## Learning Outcomes and Objectives

### Course Objectives

- ✓ Demonstrate an understanding of pre-reading techniques to facilitate comprehension of texts.
- ✓ Take charge of reading by applying strategies to unlock meaning from texts.
- ✓ Employ strategies to work through and make meaning of difficult passages.
- ✓ Identify and discuss abstract concepts found in readings.
- ✓ Form and explain legitimate inferences from passages.
- ✓ Read critically by making connections, exploring significance, and evaluating evidence.
- ✓ Construct a single main idea with a limited topic and attitude/slant.
- ✓ Develop ideas using details and specific support, including facts, reasons, testimonies, statistics.
- ✓ Demonstrate an understanding of various rhetorical strategies, such as illustrations/exemplification, definition, narrative, description, division and classification, cause and effect, and comparison and contrast.
- ✓ Establish coherence with clear ordering strategies, especially time organization, spatial organization, and emphatic organization/order of importance.
- ✓ Organize paragraphs and essays with transitional devices expressing sequence, addition, illustration, contrast, and comparison.
- ✓ Synthesize ideas and information from multiple sources, including readings, personal observation, and reflection
- ✓ Form a controlling idea in writing.
- ✓ Evaluate and integrate specific data to support general ideas.
- ✓ Demonstrate an understanding of the role of audience awareness in writing.
- ✓ Develop well-structured and well-supported paragraphs and essays.
- ✓ Leave readers with a clear impression of purpose and attitude.
- ✓ Prepare a manuscript with proper MLA format, including one inch margins, proper placement of heading, pagination, and typing.
- ✓ Place commas in essays and assignments in accordance with the rules involving coordinate modifiers; nonrestrictive modifiers; parenthetical elements; absolute phrases; comparative and contrastive constructions; interjections, direct address and tag question
- ✓ Incorporate quotation marks for direct quotations and titles.
- ✓ Construct sentences using a variety of punctuation marks, including colons, dashes, parentheses, and semicolons.
- ✓ Identify the elements of a sentence: subject and predicate, modifiers, and complements.
- ✓ Demonstrate an understanding of differences among prepositional, verbal, absolute, and appositive phrases.
- ✓ Demonstrate an understanding of differences among independent, dependent, noun, adverb, and adjective clauses.
- ✓ Develop sentences using a variety of structures, including complex, compound, and compound-complex sentences.

- ✓ Construct sentences and essays with a clear and effective style, being mindful of passive voice, choppy writing, wordiness, cliches, dangling or misplaced modifiers, expletives, and sexist language.
- ✓ Construct sentences and essays with proper grammar usage, being mindful of pronoun case, linking, action, and helping verbs, infinitives, gerund, voice, and mood.
- ✓ Demonstrate an advanced understanding of the essential part of a sentence: subject, verb, and a complete thought.
- ✓ Practice correct sentence structure using advanced forms.
- ✓ Locate and correct complex sentence errors involving fragments and run-ons.
- ✓ Evaluate sentences for standard grammar and usage.
- ✓ Recognize where punctuation marks belong within complex sentences.
- ✓ Demonstrate an advanced understanding of the differences between commonly confused punctuation marks, such as hyphens and dashes, colons and semicolons, and brackets and ellipses.
- ✓ Edit their own sentences for more complex punctuation errors.
- ✓ Distinguish between formal and informal vocabulary and voice in complex writing.
- ✓ Adapt word choice to an advanced academic reader.
- ✓ Apply an appropriate tone given a particular purpose and audience.
- ✓ Develop effective questions for increased understanding of course content
- ✓ Interpret reading selections to gain understanding and create meaning
- ✓ Develop original thinking through writing in a clear and coherent way
- ✓ Identify an issue, make a point about that issue, and maintain a focused connection to that point throughout the writing
- ✓ Construct clear paragraphs in an order that serves a thesis or topic sentence with increasing sophistication
- ✓ Use observations, inferences, sources, and arguments to make strong and convincing points
- ✓ Integrate readings and data that strengthen the scope and depth of an essay
- ✓ Strengthen study skills and strategies
- ✓ Practice time management
- ✓ Employ effective reading strategies
- ✓ Avoid procrastination
- ✓ Gain confidence in writing
- ✓ Develop a Growth Mindset

## CSLOs

**Use the writing process to compose sentences, paragraphs, and short essays that contain unity, development, coherence, logic, and grammatical precision.**

Expected SLO Performance:

**Analyze written texts for content, essay and paragraph structure, rhetorical strategies, and grammatical precision.**

Expected SLO Performance:

## Course Outline

### Course Outline

Approx. Hours	Content
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12.00	<b>ACADEMIC READING</b> <ul style="list-style-type: none"> <li>• Pre-reading techniques <ul style="list-style-type: none"> <li>◦ accessing background knowledge</li> <li>◦ establishing purpose for reading</li> <li>◦ assessing difficulty of the text</li> <li>◦ forming appropriate questions</li> <li>◦ using structural cues</li> </ul> </li> <li>• Reading techniques <ul style="list-style-type: none"> <li>◦ reading actively by using textual annotation</li> <li>◦ distinguishing fact from opinion</li> <li>◦ forming inferences</li> <li>◦ understanding text features such as structure, transitions, graphs, charts</li> </ul> </li> <li>• Reading Apprenticeship Strategies <ul style="list-style-type: none"> <li>◦ think-alouds</li> <li>◦ talking to the text</li> <li>◦ golden-lines</li> </ul> </li> </ul>
24.00	<b>THE WRITING PROCESS</b> <ul style="list-style-type: none"> <li>• Prewriting Techniques</li> <li>• Unity with topic sentences &amp; thesis statements</li> <li>• Support with facts, reasons, testimonies, expert opinion, and statistics</li> <li>• Coherence with ordering strategies, transitional devices, intentional repetition, synonyms, pronouns, parallelism</li> </ul>
24.00	<b>EXPOSITORY &amp; ARGUMENTATIVE WRITING</b> <ul style="list-style-type: none"> <li>• Samples of Rhetorical Modes (illustration, definition, compare/contrast, cause/effect)</li> <li>• Concrete examples vs. abstract ideas</li> <li>• Logical causal chains</li> <li>• Appeals to facts and feelings</li> <li>• Specific, Adequate, Accurate, &amp; Representative Support</li> <li>• Transitional signals &amp; ordering strategies</li> <li>• Basic citation &amp; documentation of borrowed evidence</li> </ul>
12.00	<b>WRITING MECHANICS: GRAMMAR &amp; USAGE</b> <ul style="list-style-type: none"> <li>• Manuscript Preparation</li> <li>• MLA Format</li> <li>• Punctuation: commas; quotation marks; colons; dashes; parentheses; semicolons</li> <li>• Sentence Patterns: Elements of a sentence; phrases; clauses; compound, complex, and compound-complex sentences</li> <li>• Style: passive voice; choppy writing; wordiness; cliches/euphemisms; dangling &amp; misplaced modifiers; expletives; and sexist language</li> <li>• Grammar: pronoun case, including who/whom in dependent clauses, who/whom in interrogatives, reflexive intensive, and after "than," "as" and "but"; linking, action, and helping verbs; infinitives; gerund; active and passive voice; indicative, imperative, and injunctive mood</li> </ul>

**Lab Outline**

<b>Approx. Hours</b>	<b>Content</b>
8.00	<p>ADVANCED ELEMENTS OF A SENTENCE</p> <ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Verb Forms: Action, Helping, Linking</li> <li>• Verb Tenses: past, present, past &amp; present participle</li> <li>• Fragments</li> <li>• Run-on sentences &amp; Comma Splices</li> <li>• Parallelism</li> </ul>
6.00	<p>ADVANCED PUNCTUATION MARKS</p> <ul style="list-style-type: none"> <li>• Commas</li> <li>• Apostrophes</li> <li>• Quotation Marks</li> <li>• Semicolons</li> <li>• Colons</li> <li>• Dashes</li> <li>• Hyphens</li> <li>• Parentheses</li> <li>• Brackets</li> <li>• Ellipses</li> </ul>
3.00	<p>ADVANCED ACADEMIC STYLE</p> <ul style="list-style-type: none"> <li>• Writing for an advanced academic audience</li> <li>• Tone</li> <li>• Diction</li> <li>• Syntax</li> <li>• Common errors</li> </ul>
3.00	<p>QUESTION AND ANSWER</p> <p>Sessions will provide supplemental instruction and guidance to complement the materials presented and discussed in class:</p> <ul style="list-style-type: none"> <li>• Confusing concepts left over from class meetings</li> <li>• Course reading selections that require assistance with interpretation and understanding</li> </ul>
8.00	<p>IMPROVEMENT OF ENGLISH ESSAYS</p> <ul style="list-style-type: none"> <li>• Objectives and thesis statements for writing assignments</li> <li>• Plan of action for development and organization of paragraph and essay topics</li> <li>• Support of ideas</li> <li>• Introduction of research</li> </ul>
8.00	<p>STUDY SKILLS FOR SUCCESS IN ENGLISH</p> <ul style="list-style-type: none"> <li>• Strategies for success as a college student</li> <li>• Problems interfering with progress in the English course</li> </ul>

## Distance Education Addendum

1. Is the method of delivery 100% online or hybrid? Please select one.
2. Title 5 (55204) states that “Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.” Describe/give examples of the methods of instruction which will be used in the hybrid/online course. Please include how the methods of instruction used in the traditional classroom will be modified and/or replaced in the hybrid/online classroom. How will these methods ensure that you will maintain regular effective contact with the students?
3. Describe how you will promote and monitor effective student-to-student contact.
4. Describe and give examples of how student learning will be evaluated.
5. List any special texts, equipment, or supplies needed for this course or sections of this course being offered through distance education.
6. Describe the college resources that will be required by you and your students (facilities, technology, student support services) for this course.
7. Section 55200 of title 5 states “In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).” What technologies will you be using for instruction (video, flash, images, etc)? How will you ensure that instruction using these technologies is accessible to students with disabilities?