

Cerritos College
Course Outline of Record Report
10/23/2019

ENGL100S : Enhanced Freshman Composition

General Information

Author (s):	<ul style="list-style-type: none">Lynn SerwinClifford, Stephen
Attachments:	engl100s ge questions.docx DE Questions English 100S January 4.doc
Course Code (CB01) :	ENGL100S
Course Title (CB02) :	Enhanced Freshman Composition
Department:	ENGL
Proposal Start:	2019 FA
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000592728
Curriculum Committee Approval Date:	02/08/2018
Board of Trustees Approval Date:	04/11/2018
Chancellor's Office Approval Date:	04/15/2018
Course Description:	This course incorporates and contextualizes reading and writing strategies to develop expository prose with an emphasis on effective organization and correctness. Students will read and comprehend sophisticated texts and respond to diverse ideas and perspectives through writing expository and/or persuasive compositions. Not open to students currently enrolled in or with credit in English 100.
Submission Rationale:	Justification: Research shows that students who are placed directly into transfer-level English with support have a higher percentage of success than those who complete multiple levels of remediation. In an effort to simplify the registration and scheduling process of providing English 100 with support, this course fulfills the pedagogical purpose of providing students extra help and individualized instruction while delivering transfer-level content, and it helps students who need this extra help to identify which composition course they should take. This "wall-to-wall" course that will appear in the catalog/schedule of classes as one ticket number will be the clear alternative to confusing co-requisite course numbering. Multicultural Statement: This course teaches students to read and write critically about a myriad of subjects, which represent and reflect culturally diverse issues and problems. Further, writing assignments are designed to help students understand and respect diverse cultural perspectives and to show how these perspectives contribute to the development and growth of society. In addition, instructional methods are used to accommodate the various learning styles of students, thus promoting self-confidence and student success. Class Size: 25

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade methods

Allow Students to Gain Credit by Exam/Challenge

Repeatability

0

Course Prior to College Level (CB21)

Not applicable.

Class Size

No value

Repeatability Rationale

No value

Allow Students To Audit Course

Units and Hours

Summary

Minimum Credit Units	4.5	Total Course In-Class (Contact) Hours	108	Total Student Learning Hours	252
Maximum Credit Units	4.5	Total Course Out-of-Class Hours	144	Faculty Load	-

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Lab Hours	2	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	72
Lab	36
Activity	-
Total	108
Course Out-Of-Class Hours	
Lecture	144
Lab	-
Activity	-
Total	144

Time Commitment Notes for Students

No value

Faculty Load

Extra Duty: -

Faculty Load: -

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Requisites

Prerequisite

ENGL52 - INTRODUCTION TO COLLEGE COMPOSITION

Completion of ENGL 52 or ENGL 72 or ESL 152 or equivalent with a grade of C or higher or PASS or completion of the current English placement process with eligibility for ENGL 52 or ENGL 72

AND

Prerequisite

ENGL72 - INTRODUCTION TO COLLEGE WRITING AND REASONING

Completion of ENGL 52 or ENGL 72 or ESL 152 or equivalent with a grade of C or higher or PASS or completion of the current English placement process with eligibility for ENGL 52 or ENGL 72

AND

Prerequisite

ESL152 - Introduction to College Composition for Non-Native English Speakers

Completion of ENGL 52 or ENGL 72 or ESL 152 or equivalent with a grade of C or higher or PASS or completion of the current English placement process with eligibility for ENGL 52 or ENGL 72

Specifications

Methods of Instruction

Lecture
Discussion
Extensive Reading Assignments
Collaborative Learning
In-Class Critiques of Student Work
Other

Methods of Instruction Rationale

No value
No value
No value
No value
No value
Cooperative Learning/Group Projects
Individual and/or group field work, research, field trips
Conferencing between student and teacher
Individualized instruction, activities, models, and prescriptions between instructor and student.
Small group stations for just-in-time remediation

Other Instruction utilizing Electronic Information Technology (EIT) (ie., video, audio, websites, web services, and software) must comply with Cerritos College BP and AP 3720, Cerritos College BP and AP 3411 and Section 508 standards (law). When the instructor's course materials are not compatible with a student's disability, the instructor will develop an Equally Effective Alternative Access Plan (EEAAP).

Assignments

- A. Reading
 - 1. Critical reading of assigned text
 - 2. Research materials germane to the objectives of the course
 - 3. Book length works of fiction and/or nonfiction
 - 4. Annotations
 - 5. Metacognitive Reading
- B. Writing or problem solving or skill attainment
 - 1. Prewriting
 - 2. Expository and argumentative essays
 - 3. Summaries, responses, and critiques of readings or reading journals
 - 4. MLA documented, argumentative research paper
 - 5. In-class essays
 - 6. Workshop participation with multiple drafts
- C. Critical thinking
 - 1. Reading analytically, fiction and or nonfiction
 - 2. Researching, evaluating, and synthesizing information for essays and research paper
 - 3. Discussing ideas in an organized way
 - 4. Exploring situations with questions
 - 5. Recognizing and evaluating writers' motivations, objectives, and use of argument and narrative elements
 - 6. Assessing how writers use rhetorical and literary devices to further meaning
 - 7. Comparing assumptions and evidence among several authors
 - 8. Synthesizing material from various authors to formulate reasoned arguments, analysis, and interpretations
 - 9. Selecting and appropriately using library and Internet materials

Methods of Evaluation

Methods of Evaluation Rationale

Other	Projects (individual or group)
Other	Midterm
Extensive Writing Assignments (6,000 words)	Proficiency in writing skills and command of rhetorical argument in multiple, finished essays including a researched position paper in which student demonstrates proficiency in developing a claim through the use of argument strategies and library/computer research and annotated bibliography
Participation	Contribution to class discussions and activities
Other	Quality of peer editing
Final Exam	No value

Equipment

None required

Textbooks

Author	Title	Publisher	Date	ISBN
Axelrod, Rise B., and Charles R. Cooper.	The St. Martin's Guide to Writing, 11th edition	St. Martins.	2015	

Behrens, Laurence, and Leonard J. Rosen.	Writing and Reading Across the Curriculum, 13th edition	Longman	2015
Graff, Gerald, Cathy Birkenstein and Russel Durst.	They Say, I Say with Readings, 3rd edition	Norton	2017
Kennedy, X.J. Dorothy Kennedy, and Jane Aaron.	The Bedford Reader, 12th edition	St. Martin's	2014
Kennedy, X.J., Dorothy M. Kennedy, and Marcia Muth.	Bedford for College Writers, 10th edition	St. Martin's	2013
Lannon, John.	The Writing Process: A concise Rhetoric, Reader, and Handbook, 11th edition	Longman	2012
Ramage, John D., John C. Bean, and June Johnson.	The Allyn and Bacon Guide to Writing, 7th edition	Longman	2012
Lundsford, Andrea.	Easy Writing: A Pocket Reference, 6th edition	Bedford/St. Martin's	2016
Other Instructional Materials			
Description	Author	Citation	
A handbook, dictionary, or Thesaurus, as determined by the instructor			
Materials Fee (Yes or No)			
No value			

Learning Outcomes and Objectives

Course Objectives

A. Writing

1. Practice skills to support the writing process.

2. Develop a paper from conception to completion, i.e., prewriting, limiting a topic, developing a significant thesis, marshaling supportive evidence, drafting, revising, and proofreading—that is relatively free of error and reflects a distinctive writer voice

3. Conduct primary and secondary research (including traditional library-based as well as computer-assisted research and field research); interpret, summarize, evaluate, and synthesize findings into a well-organized, argumentative research paper

4. Use and acknowledge sources with fluency in accord with Modern Language Association (MLA) style

5. Write argumentative essays that exhibit sound reasoning and include basic elements of argument--claim statement, supporting evidence, counter-objections, warrants, qualifiers

6. Demonstrate proofreading proficiency in revising own work and editing of peers, using the conventions of standard American English

7. Develop written interpretations of works by reading and writing critically

8. Demonstrate continued progress in writing correct and sophisticated college-level English prose

B. Critical analysis Practice skills to support critical analysis by

1. Evaluating rhetorical effects of thesis and subordinate points and predict content

2. Noting features of rhetorical patterns of example, illustration, definition, comparison/contrast, process, and classification

3. Recognizing and following news reports, articles, editorials, narratives, expository essays, arguments, and non-specialized formal research

4. Identifying and evaluating the effects of logical relationship and fallacies

5. Analyzing and evaluating rhetorical effects of facts, statistics, anecdotes, and authoritative references and evaluate their use in support of a thesis

C. Information competency Practice skills to support information competency by

1. Recognizing when information is needed and have the ability to locate the needed information effectively and efficiently

2. Identifying the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, audio/visual, book, and interview)

3. Using a range of information sources, including traditional as well as technological, in creating researched essays

4. Examining information from various sources in order to evaluate reliability, credibility, accuracy, authority, timeliness, and point of view or bias

Differentiating between the types of sources cited and understand the elements and correct syntax of a citation for a wide range of sources

6. Demonstrating an understanding of what constitutes plagiarism

7. Participating in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., discussion boards, collaborative documents, and group webinars)

8. Understanding the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

CSLOs

Name	Expected SLO Performance
A. Employ the writing process in order to understand and complete the writing task	
B. Write an essay that has a specific purpose, in response to specific writing prompts and course assignments	
C. Write a multi-paragraph essay with specific details, examples, and illustrations to fulfill a purpose	
D. Demonstrate critical engagement with outside sources	
E. Write in prose style characterized by clarity, complexity, and variety	
F. Adhere to the conventions of standard written English in accord with MLA style	

Outline

Outline

A. Writing

Students will write multiple process-oriented expository and argumentative essays, of which the final drafts must achieve a minimum of 6,000 words. One of those essays will be an argumentative research paper of at least 2,000 words, cited according to current MLA standards. In addition to those 6,000 words, students will write a minimum of 2,000 words in informal or non-process-oriented writing, which may include journals, online discussion posts, or similar exploratory writing.

1. Writing process including knowing the prompt, prewriting, drafting, and editing, including peer editing and revising techniques
2. Conventions of Standard English and revision for clear, error-free prose (sentence construction, punctuation, usage, and mechanics)
3. Variety of rhetorical modes, such as narrative, analysis, comparing and contrasting, causes and effects, taking a stand, proposing a solution
4. Library, computer-assisted and field research techniques

- a. Evaluating the credibility or sources of information
- b. Recognize when, how much, and type of information is needed
- c. Awareness and use of research tools and techniques
- d. Maintain integrity by adhering to Modern Language Association (MLA) research format
- 5. Elements of argument, such as making a claim, supporting with evidence, clarifying warrants, addressing counter-objections, avoiding logical fallacies, clarifying assumptions, and using inductive and deductive reasoning
- B. Critical reading and thinking
 - 1. Cultivating reading strategies (talking to the text, think aloud, sustained silent reading, annotate)
 - 2. Creating and fostering personal connections to the texts
 - 3. Establishing a community of readers who are able to discuss texts with ease and critical attention
 - 4. Integrating reading and writing processes
 - 5. Using strategies to help readers navigate sophisticated, college level texts in a meaningful way.
 - 6. Interpreting and evaluating texts for point-of-view
 - 7. Analyzing texts for accurate information
 - 8. Exploring multiple views on an issue or theme
 - 9. Developing an awareness of diversity from gender, culture, class, and discipline perspectives
 - 10. Analyzing what argument is, how it operates in public discourse, and why it is important
 - 11. Analyzing or evaluating arguments, interpretations, beliefs, or theories
 - 12. Developing thematic correlation between human experience and what writers have written (including relating content or issue to knowledge and experience)
 - 13. Modeling academic conventions found in readings
 - 14. Studying writing structures and themes for application to student writing
 - 15. Discussing college level readings to interpret, evaluate, and analyze

Lab Outline

- A. Writing
 - 1. Writing process including knowing the prompt, prewriting, drafting, and editing, including peer editing and revising techniques
 - 2. Conventions of Standard English and revision for clear, error-free prose (sentence construction, punctuation, usage, and mechanics)
 - 3. Library, computer-assisted and field research techniques
 - a. Evaluating the credibility or sources of information
 - b. Recognize when, how much, and type of information is needed
 - c. Awareness and use of research tools and techniques
 - d. Maintain integrity by adhering to Modern Language Association (MLA) research format
 - B. Critical reading and thinking
 - 1. Cultivating reading strategies (talking to the text, think aloud, sustained silent reading, annotate)
 - 2. Creating and fostering personal connections to the texts
 - 3. Establishing a community of readers who are able to discuss texts with ease and critical attention
 - 4. Integrating reading and writing processes
 - 5. Analyzing texts for accurate information
 - 6. Exploring multiple views on an issue or theme
 - 7. Discussing college level readings to interpret, evaluate, and analyze