CERRITOS COLLEGE
Norwalk, California

COURSE OUTLINE
ENGLISH 72
INTRODUCTION TO COLLEGE WRITING AND REASONING

Approved by the Curriculum Committee on:

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Revised/reviewed: 10/1/15
Content review: ______________
Distance Education __________
I. Catalog description
   A. Course description
      As an alternative to the English 20 and English 52 sequence, this accelerated course develops the student’s ability to write essays of varying length and complexity effectively through the writing process. Essay projects integrate critical thinking, analytical reading, multiple modes of college writing, and beginnings of library research in preparation for English 100.
   B. Class hours: 5.0 Lecture/1.0 Lab (90 lecture/18 lab)
      Units: 5
   C. Prerequisite: Completion of ENGL 20 or equivalent with a grade of "C" or higher, or of Pass, or completion of the placement process with eligibility for ENGL 20 or ENGL 52.
      Corequisite: None.
   D. Recommendation: None

II. Texts and other instructional materials
   A. Required texts
      i. Readings representing works by male and female authors from various ethnic cultural groups. The following or any other Cerritos College Board approved text:
      ii. Also required: A book-length work of fiction or non-fiction. The following or any other work appropriate to transfer-level or one level below transfer-level reading, such as:
         Nonfiction:
         Fiction:

B. References

C. Required materials
None

III. Course content
A. Prewriting
1. Generating ideas by methods such as
   a. Brainstorming, freewriting, clustering, outlining
   b. Responding to reading
   c. Group or class discussion
   d. Critical observation
   e. Critical reading
   f. Interviewing
   g. Responding to peer writing
   h. Socratic questioning
   i. Note taking
2. Selecting and organizing ideas
   a. Determining the difference between general and specific
   b. Employing rhetorical forms, such as narrative, definition, cause and effect, argumentation, compare and contrast
   c. Constructing effective, organized paragraphs and connecting multiple paragraphs with transitions
   d. Structuring ideas in thesis-driven, multi-paragraph form: introduction, body and conclusion (beginning, middle, and end)
   e. Integrating quotations or information from sources in MLA style
   f. Developing coherence and logic
   g. Considering audience to determine appropriateness
B. Writing
   1. A minimum of 6,000 words in multiple final essays, some of which cite class texts or library research, and the majority of which employ evidence of the writing process, and one of which will be an extended essay of at least 1,250 words.

C. Revising and editing
   1. Revising to develop ideas, enhance clarity, and to increase effectiveness
   2. Editing for grammatical correctness

IV. Course objectives
A. Producing coherent, unified writing with a minimum of usage errors, using a central idea and developing that idea with specific details, illustrations, or experiences
B. Demonstrating the following in writing
   1. Prewriting techniques
   2. Thesis statements
   3. Topic or organizing sentences
   4. Specific supporting sentences
   5. Transitions within and/or between paragraphs
   6. Concluding or closing sentences and paragraphs
   7. Sentences that express ideas clearly and effectively
   8. Revising techniques
C. Demonstrating knowledge or research techniques
   1. Library orientation
   2. Documentation
      a. Parenthetical citations
      b. Works Cited preparation
   3. Producing evidence of synthesizing, assessing, and applying information
   4. Developing of critical thinking and evaluative or analytical commentary in several compositions based on readings and viewing of audio visual presentations
   5. Editing to the conventions of standard English
   6. Responding critically both to fiction and nonfiction
   7. Appreciating the nuances of language

V. Assignments
A. Reading
   Assigned materials in both fiction and nonfiction. If the English department or cohorts choose a common text for the semester, instructors will have the opportunity to integrate that common text into their class sections and to collaborate on developing a shared course theme. Readings chosen must be challenging and of an advanced level to prepare students for transfer-level college courses.
B. Writing or problem solving or skill attainment
C. Critical thinking
   1. Structuring essays to convey a message
   2. Critiquing peer essays for effectiveness and correctness
   3. Distinguishing between effective and ineffective writing
   4. Analyzing various writing forms, including student and outside works
   5. Recognizing point of view and audience
   6. Examining or evaluating assumptions
   7. Distinguishing relevant from irrelevant facts
   8. Evaluating evidence and alleged facts
   9. Exploring implications and consequences
   10. Making plausible inferences, predictions, and interpretations
   11. Refining generalizations and avoiding oversimplifications
   12. Clarifying issues, conclusions, or beliefs
   13. Developing criteria for evaluation: clarifying values and standards
   14. Reading critically: summarizing, analyzing and discussing readings/other media, clarifying or critiquing texts, with emphasis on print texts
   15. Evaluating the credibility or sources of information
   16. Developing one’s perspective: creating or exploring beliefs, arguments, or theories
   17. Analyzing or evaluating arguments, interpretations, beliefs, or theories
   18. Incorporating readings and research into essays

D. Supplemental writing activities, including Success Center writing tutoring, workshops, or directed learning activities, and/or English department class cohort learning activities as available.

VI. Methods of instruction may include
A. Instructional media/video viewing and listening
B. Collaborative group workshops and class discussions
C. Lectures and Socratic questioning
D. Individual conferences
E. Technologically-mediated instruction which could include online, televised or other delivery methods (Alternate methods will be used for students with disabilities as needed.)
F. Success Center writing tutoring, workshops, or directed learning activities
G. Field trips
H. Internet research and multimedia presentations

VII. Methods of evaluation
A. Improvement in writing
B. Quality of writing
C. Participation in class, group work, and conferences
D. Completion of class assignments
E. Final examination
VIII. Student Learning Outcomes
   A. Employ the writing process in order to understand and complete a writing task
   B. Write an essay that has a specific focus or 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