

ENGL 90 - Preparing for College Composition and Research

Course Outline

Approval Date: 04/23/2020

Effective Date: 08/14/2020

SECTION A

Unique ID Number CCC000502867

Discipline(s) English

Division Language and Developmental Studies

Subject Area English

Subject Code ENGL

Course Number 90

Course Title Preparing for College Composition and Research

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

Rationale for adding this course to the curriculum Change course title; adjust for AB705 curricular developments

Units 4

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 72.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 144.00

Total Contact Hours 72

Total Student Hours 216

Open Entry/Open Exit No

Maximum Enrollment

Grading Option

Distance Education Mode of Instruction On-Campus Hybrid

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description English 90 is a class designed to build the students' skill level and confidence in academic reading and writing and prepare them for college level work, including research. The course emphasizes the relationship of reading, thinking, and writing, providing instruction in college-level critical reading skills, including the application of advanced reading comprehension skills, critical analysis, evaluation of college-level texts, as well as instruction in college-level essay development, including the concepts of coherence, clarity, and unity, and the correct use of grammar. A minimum of 5,000-6,000 words of writing is required.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s)

ENGL 85 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.
- B. Write a unified, coherent, well supported, and grammatically correct document reasonably free from errors. Demonstrate a clear and thoughtful thesis as well as the ability to move from general statement to specific support.

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

- A. In General:
 - B. Recognize and understand the relationship of critical reading, critical thinking, and the writing process.
 - C. Apply strategies and behaviors that demonstrate awareness of the nuances of academic culture.
- D. In Reading:
 - E. Read, comprehend, and analyze college-level texts of varying lengths, styles, and subjects and representing a variety of cultures and perspectives
 - F. Identify main and supporting ideas and underlying structure
 - G. Draw inferences
 - H. Summarize and paraphrase texts
 - I. Determine organization of college-level texts of varying lengths, genres, styles, and subjects

J. Use vocabulary that reflects fluency in academic culture
K.

The writing process is a primary focus of this course, including the following:

1. Pre-writing techniques: outlining, mapping, clustering, freewriting.
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.

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.

Grammar, Usage, and Mechanics

Most of the following should be covered, although some items may receive more attention than others since the students' writing should serve as the principle guide in teaching grammar. Although grammar exercises help the student gain an understanding of the elements of correct writing, the instructor's primary goal should be to help the student become a proficient editor of his/her own writing.

1. Essential grammar; subjects, verbs, types of sentences.
2. Subject/verb agreement.
3. Avoiding fragments, run-ons, and comma splices.
4. Subordination and coordination; sentence combining.
5. Pronoun reference, agreement, point of view. Pronoun case.
6. Verb tense, form.
7. Sentence coherence; misplaced modifiers, dangling participles, parallel structure.
8. Comma use.
9. Apostrophes, quotation marks, end marks and other punctuation.
10. Review of sentence boundaries and Academic English syntax.

Revision: any revised writing counted as part of the mandatory minimum 5,000-6,000 words must be graded.

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:

Other: 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.

Online Adaptation: Activity, Discussion, Group Work, Journal, Lecture

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 -- grammar test in-class essay exam
Quizzes -- reading quiz paragraphing quiz
Portfolios -- reading journal portfolio of essay drafts
Papers -- response essays compare contrast essay
Oral Presentation --

Additional assessment information:

- 1) At least 70% of the overall course grade will be based on performance on academic essays, which may include timed/in-class essay exams.
- 2) Journal writing, quizzes, group discussion, presentations, and objective tests may make

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

Book #2:

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

Book #3:

Author:

