<table>
<thead>
<tr>
<th>CATALOG ENTRY</th>
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<tbody>
<tr>
<td>Discipline</td>
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<tr>
<td>Course Number</td>
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<tr>
<td>Course Title</td>
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<tr>
<td>Units</td>
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<tr>
<td>Lecture Hours</td>
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<tr>
<td>Scheduled Laboratory Hours</td>
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<td>Arranged Laboratory Hours (TBA)</td>
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<td>Total Semester Contact Hours</td>
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<tr>
<th>COURSE IDENTIFICATION NUMBER(S) (C-ID)</th>
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<tbody>
<tr>
<td>C-ID ENGL 100</td>
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<table>
<thead>
<tr>
<th>REQUISITES</th>
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<tbody>
<tr>
<td>Prerequisite</td>
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<tr>
<td>ENGL 061 with a minimum grade of C</td>
</tr>
<tr>
<td>EMLS 112 with a minimum grade of C</td>
</tr>
<tr>
<td>ACE 116 or qualifying profile from English placement process.</td>
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<table>
<thead>
<tr>
<th>Corequisite</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Recommended Preparation</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>CATALOG DESCRIPTION</th>
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<tbody>
<tr>
<td>Expository and argumentative essays and the research paper. Special interest sections described in schedule of classes.</td>
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<table>
<thead>
<tr>
<th>Classification Code</th>
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<tbody>
<tr>
<td>Transfer Code</td>
<td>A-Transferable to both UC and CSU</td>
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<td>SAM Priority Code</td>
<td>E - Non-Occupational</td>
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<td>Repeatability</td>
<td>NR - Non-Repeatable</td>
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<td>TOPS Code</td>
<td>1501.00 - English (Writing)</td>
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<td>Topics Course</td>
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<tr>
<td>Open Entry/Exit</td>
<td>No</td>
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<tr>
<td>Grading Options</td>
<td>Letter Grade or P/NP</td>
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</table>
COURSE OBJECTIVES

At the conclusion of this course, the student should be able to:

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support
3. Develop varied and flexible strategies for generating, drafting, and revising essays
4. Analyze stylistic choices in their own writing and the writing of others
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

All segments are recursive and ongoing.

I. Purpose, Audience, Strategies—The student will understand various rhetorical purposes, will recognize the needs of various audiences, and will use a variety of strategies to develop a text for a specific purpose and to appeal to a specific audience.

II. Critical Reading—The student will understand texts at both the literal, interpretive, and evaluative and, when appropriate, beyond it, moving toward establishing the reader’s own informed opinions.

III. The Writing Process—The student will generate ideas for a draft through prewriting techniques. In preparing a completed draft for evaluation, the student will generate ideas through prewriting techniques, plan and organize those ideas, write a rough draft, revise it for content, form, and appropriateness of expression, and edit it for technical correctness.

IV. Finding and Limiting Topics and Methods of Framing Thesis Statements—The student will find and limit a
topic and use certain sentence patterns to frame an effective thesis statement for a variety of rhetorical purposes.

V. Basic Structure of the Essay—The student will produce effective introductions that include significant, clearly defined thesis statements, unified and coherent developmental paragraphs, and conclusions that reframe the essential elements of the essay and provide the paper with an effective sense of closure.

VI. Sentence Structure, Diction, and Mechanics—The student will develop style and sentence variety and correctness by observing, analyzing, and imitating written models, through sentence combining and by applying customary rules of grammar, punctuation, and spelling.

VII. Resources and the Research Paper—The student will use the library and other resources such as the Internet to gather evidence for the research paper. In addition, the student will choose a topic, limit it appropriately, take notes, organize information, and write a paper, documenting and citing sources using MLA format.

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**COURSE MATERIALS**

Required texts and/or materials. (Include price and date of publication.)


or

**Required:** McQuade, Donald, and Christine McQuade. Seeing and Writing 4, 4 ed. Bedford St. Martin's, 2010, ISBN: 9780312476045. 60.92

or


or


and/or


or


and/or


Recommended readings and/or materials:

None

Other:

Plus at least one book-length work of literature to be chosen by the instructor (subject to department chair approval).

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions
Electronic Delivery
Group Study & Exercises
Handouts
Lecture
Reading Assignments
Visual Aids
Writing Projects & Reports

Other (Specify):

In order for the students to attain the specific learning outcomes, the students will be required to do the following:

Communication Skills:
A. Reading and Writing
   1. Read various works of non-fiction, short stories, novels, or any other appropriate literary work, learning to
recognize their structural elements, central themes, and main ideas.

2. Read at least one book length work of fiction, engage in discussions related to it, and write assignments in response to it.

3. Write journals about or responses to the various assigned readings.

4. Develop and limit topics and write thesis statements.

5. A. Generate ideas for drafts through the use of prewriting strategies/techniques.
   B. Use these ideas to plan a draft.
   C. Write a rough, exploratory draft based on prewriting and planning.
   D. Participate in self and peer revision activities.
   E. Write a final draft after progressing through the four writing process stages.

6. Using the writing process, write several essays that display the various rhetorical modes or a combination of them: narrative, descriptive, illustration, definition, comparison/contrast, division/classification, causal analysis, argumentation.

7. Write a documented paper, following the format of the current MLA format.

8. Write in-class essays on instructor-chosen topics.

B. Listening and Speaking

1. Participate in large or small groups, discussing the readings.
2. Listen and take notes on instruction of elements of grammar, mechanics, and usage as related to the editing requirements of specific assignments.

Thinking and Reasoning:

A. Creative Thinking

1. Generate pre-writing strategies, either individually or in small groups.
2. Write a narrative essay, observing the elements of narration such as pacing and climax.
3. Use connotative language and metaphor in specific written assignments.

B. Critical Thinking

1. Identify the thesis and the logic of the structure of the various reading selections.
2. Read at least one book-length work of fiction and identify its theme.
3. Write essays that display a clearly stated thesis, coherent paragraphs that are logically connected to the thesis and which contain relevant supporting details, and an introduction and conclusion that are tailored to the assignment.
4. Write a documented paper, applying outside sources to support their own ideas in their writing.

Information Competency:

1. Evaluate primary and secondary sources including Internet sources using a checklist for evaluating sources.
2. Use library’s on-line catalogue and resources.
3. Demonstrate on their research paper’s Work Cited page an awareness of breadth of sources.
4. Use a checklist for avoiding plagiarism.
Diversity:
A. Cultural
   1. Read, discuss in large or small groups, and respond to readings in written assignments literary and
      expository works from diverse historical and cultural backgrounds.
   2. Demonstrate an appreciation of these works either through class discussion or in a written evaluation.

B. Social
   1. Read, discuss in large or small groups, and respond to readings in written assignments literary and
      expository works from diverse socio-economic backgrounds.
   2. Demonstrate an appreciation of these works either through class discussions or in a written evaluation.

Civic Responsibility:
   1. Discuss, either in small or large groups, the moral dilemmas and historical and contemporary social issues
      that are present in the readings.
   2. Examine in written assignments the moral dilemmas and historical and contemporary social issues that are
      discussed in class.

TMI courses will employ an orientation session and occasional group meetings. Contact with students outside
of class will occur via telephone and e-mail and in person at office hours.
Additional methods may include:
Software Tutorials
WWW research and web sites
PowerPoint Presentations
Tutoring available through the Tutoring Center

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?
List activities and hours for each. (Must include reading and writing activities.)

Total: 144 hours

STANDARDS OF ACHIEVEMENT
List graded activities.

1. Journals
2. Multiple drafts of expository and argumentative essays completed outside of class
3. Reading comprehension assessments
4. An expository or argumentative research paper, 7-10 pages, using current MLA parenthetical citation/work cited format
5. Expository and argumentative essays written in class
6. Written final essay examination
7. Group exercises
8. Class participation

Final drafts of essays and research paper will total at least 5000 words.
All papers written outside of class must be **typewritten**
(For a sample student format guide, refer to MLA handbook)

**How will student learning be assessed? (Multiple measures must be used.)**

Assessment tools may include:
1. Essays assessed by instructor using a department rubric
2. Reading comprehension assessments (objective or written responses)
3. Writing portfolio
4. E-portfolio
5. Peer evaluation through the writing process
6. Self-assessment through the writing process
7. Responses to reading through journals assessed by instructor for content
8. Research paper evaluated by instructor through stages of development
9. Oral presentations evaluated by self, peers, and instructors
10. Bibliographic instruction activity
11. Writing assignments must be a minimum of 50% of course grade
## Supplemental Forms
### Technologically Mediated Instruction (TMI)

| TMI Checklist | 1. Could this course, or sections of this course, provide for the instructor and students to be separated by distance and interact through the assistance of communication technology as specified in Title 5 Section 55370?  
2. Are the objectives and content of this course adequately covered as specified in Course Materials, Methods Employed to Help the Student Learn, Activities or Assignments, and Standards of Achievement, pursuant to Title 5 Section 55372 and 55002? (If any Activities or Assignments and/or Standards of Achievement are significantly different for TMI Course, are examples of these components included in the course outline?)  
3. If this course is taught in both traditional and TMI modes, do both achieve the stated objectives and content?  
4. Does the section “What Methods Will Be Employed to Help the Student Learn?” indicate the types of technologies used and are they appropriate to the course objectives?  
5. Does the section “What Methods Will Be Employed to Help the Student Learn?” indicate the type and frequency of regular effective contact between the instructor and students? (Examples of types: Orientation Session, Group Meetings, Review Sessions, Individual Seminars, Supplemental Workshops, Field Trips, Teleconferencing, Telephone, Correspondence, E-Mail)  
6. Are special texts, equipment or supplies needed for this course or sections of this course offered through TMI and are they listed under Course Materials?  
7. Are campus and/or district instructional equipment, materials, and training currently available and sufficient to make the offering of the course/section feasible in accordance with Curriculum Standards Handbook Section 3.4? |

### Supplemental Comments:

### Supplemental Forms Last Saved

*Technologically Mediated Instruction (TMI) Last Saved: Monday, Aug 19, 2013 at 2:51 PM By Kathleen Patterson*

### Approval Dates

- Curriculum and Instruction Council Chair: 11/21/2013
- Department Chair: 11/06/2013
- Division Dean: 11/06/2013