

ENGL 0000N - INTRODUCTION TO COLLEGE WRITING

Catalog Description

Prerequisite: Placement by matriculation assessment process or completion of ENGL 802 with grade of "Pass"

Hours: 72 lecture

Description: Emphasis on the development and integration of thinking, reading, organizing, and writing skills, as required for successful execution of college level composition. Prepares students for ENGL 1A. Students enrolling in ENGL N after having taken ENGL A and/or ENGL 50 will lose credit for ENGL A and/or ENGL 50. (not transferable)

Course Student Learning Outcomes

- CSLO #1: Develop a reading process to comprehend both explicit and implicit ideas in texts.
- CSLO #2: Analyze, interpret and evaluate the author's purpose and language usage in texts.
- CSLO #3: Analyze and evaluate the rhetorical structure of essays and texts.
- CSLO #4: Demonstrate sentence-level proficiency to write grammatically correct sentences.
- CSLO #5: Compose structured essays that develop, support and explain a thesis statement using a writing process.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

72

Outside of Class Hours

144

Total Student Learning Hours

216

Course Objectives

1. Employ reading strategies such as annotation, mapping, and outlining on expository text.
2. Analyze expository text in terms of author's purpose, thesis, supporting details, and patterns of organization.
3. Recognize and apply strategies of thesis development in an expository essay.
4. Recognize credible sources and incorporate these as effective evidence and reasoning in support of a thesis.
5. Analyze and evaluate texts for elementary logic and rhetorical methods, including differentiating between fact and opinion, and identifying tone and bias.
6. Recognize and edit sentence-level errors in grammar, punctuation, and usage.

7. Correctly integrate source material using paraphrases, quotations, summary.

8. Correctly document sources using MLA.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- Not Transferable

Methods of Evaluation

- Essay Examinations
 - Example: After satisfactory completion of the course requirements, students will do at least one of the following: a. pass an in-class essay exam including a reading component, which will be holistically scored according to a standard rubric by the instructor. b. Submit a portfolio of graded semester's writing.
- Reports
 - Example: After reading the graphic novel, write a brief paper discussing the theme of the novel using characterization, setting, plot, and visual imagery to support your interpretation. Students present their interpretation to the class.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will facilitate development of student portfolio of level-appropriate reading assignments to capture range of student growth and variety of performance-based tasks such as, but not limited to, making a logical inference, and applying context clues.
2. Instructor will facilitate student reflection on reading growth through the semester through journal entries and reflective writing designed to stimulate metacognitive thinking about reading and other academic processes.
3. Instructor will provide opportunities for students to interact in guided, level-appropriate group assignments and activities such as jigsaw.
4. Instructor will model appropriate reading and academic behaviors such as, but not limited to, questioning, reading aloud, previewing, and conclusion checking.
5. The instructor will review the steps in the writing process.
6. The instructor will guide students in proper sentence usage and structure.

Typical Out of Class Assignments Reading Assignments

1. Read "Feeding on Fast Food and False Values" and answer questions at the literal, interpretive, and applied levels of comprehension.
2. Read and annotate "Reading About History."
3. Read a variety of professional

and student non-fiction essays in a variety of rhetorical modes and respond in writing. For example, an assignment might say "Read "The Men We Carry in Our Minds," by Scott Sanders, and answer the three questions under "Reacting to Ideas" on page 593 of Writing First." 4. Read selections on the reading and writing process and on grammar and punctuation from textbooks. For example, a typical reading assignment would ask students to read Chapter 15 of Writing First "Writing Simple Sentences," or Chapter 1, "Writing a Paragraph."

- OER Link:
- OER:

Other materials and-or supplies required of students that contribute to the cost of the course.

Writing, Problem Solving or Performance

1. Complete a defining features matrix which differentiates the three study skills of annotating, mapping, and outlining. 2. Analyze the essay "Public Enemy Number One" in terms of claim, evidence, appeals to needs and values, and ethical appeal. 3. After reading the cause-effect paragraph, "The Ultimate High" in Writing First, write a paragraph of your own that demonstrates the cause-effect strategy on one of the following topics: Why a current TV show is popular, cause or effects of stress, why so many Americans don't vote, why teenagers drink, why some relationships break up. 4. After reading the exemplification essay, "Don't Call Me a Hot Tamale," write an exemplification essay on one of the following topics: Explain how television networks could add several different Latina characters to actual programs in which they might appear; write an essay that gives several examples of what the author could do to change the way others see her; do you think others stereotype you because of your heritage, or age, gender, or where you live? If so, write an essay illustrating specific instances of such stereotyping. 5. After reading a chapter on complex sentences, complete several exercises including sentence creation, sentence combining, and punctuation.

Other (Term projects, research papers, portfolios, etc.) Required Materials

- ReReading America
 - Author: Colombo & Cullen
 - Publisher: Bedford/St. Martin
 - Publication Date: 2016
 - Text Edition: 10th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Joining the Conversation: A Guide and Handbook for Writers
 - Author: Mike Palmquist and Barbara Wallraff
 - Publisher: Bedford/St. Martins
 - Publication Date: 2017
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Steps to Writing Well with Additional Readings
 - Author: Jean Wyrick
 - Publisher: Wadsworth
 - Publication Date: 2013
 - Text Edition: 9th
 - Classic Textbook?: