



## 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

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**Total Contact Hours** 72

**Total Student Hours** 216

**Open Entry/Open Exit** No

**Maximum Enrollment**

**Grading Option** Letter Grade or P/NP

**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. Apply effective reading methods to improve reading comprehension
- L. Demonstrate ability to read and respond critically to texts
- M. Understand figurative language
- N. Interpret and analyze graphic materials to improve reading comprehension
- O. Synthesize information from different sources to form an opinion
- P. Participate in classroom discussion and collaborative learning experiences
- Q. In Writing:
- R. Write clearly conceived and well-formulated essays (6-8 assignments over the course of the semester totaling 5,000-6,000 words)
- S. Produce essays which are carefully organized and reasonably free from errors
- T. Demonstrate a clear and thoughtful thesis as well as the ability to move from general statement to specific support
- U. Demonstrate an awareness of the writing process, specifically the ability to plan, draft, revise, and edit
- V. Demonstrate through essays and other coursework that writing is a response to reading and thinking
- W. Demonstrate the ability to express an opinion in writing based on the synthesis of information from different sources
- X. Demonstrate a logical progression of thought that is clearly apparent in the essay - A sense of paragraphing is evident - Writer usually uses standard diction - Writer usually observes academic English, including the conventions of punctuation, mechanics, and spelling
- Y. In Research Skills:
- Z. Demonstrate an ability to analyze and evaluate text and online sources
- AA. Demonstrate ability to incorporate summary and quotations
- BB. Present and cite references to outside sources correctly according to MLA in-text citation guidelines
- CC. Understand and avoid the various forms of plagiarism (intentional and unintentional)
- DD. Utilize the library and its resources
- EE.

### **3. Course Content**

This course can be organized around writing modes or subject themes. A typical "mode" syllabus progresses from narration, description, and process analysis, to illustration, cause/effect, and argument. Instructors may present rhetorical modes as strategies demonstrated in the content of a given essay.

Sample readings of a sufficient number of expository essays, fiction, non-fiction and other types of texts will familiarize students with the mode or subject they will respond to with written essays. The focus of these texts should be varied, including both the personal or subjective and the impersonal or objective.

Coordination with campus Success Centers provides supplemental instruction in essay development for students and introduces them to campus support resources. Five hours of supplemental instruction are recommended.

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 up the remainder of the course grade

Letter Grade or P/NP

**6. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Students will be required to read essays, literary, or nonfiction works and review multiple mediums of information. They are required to comprehend, analyze, evaluate, and respond to college-level texts and related mediums of information.

For example, read Chapter 1 in the book-length non-fiction text *A Hope in the Unseen*. Keep a journal in which you identify 3 main ideas or themes of the chapter, 3 significant quotations along with an explanation of why you chose them, and 1 question to generate class discussion.

For example, read Isaac Asimov's essay on intelligence. Discuss Asimov's definition of intelligence. In peer groups, arrive at a group definition of intelligence.

For example, read from Daniel Chacón's *and the shadows took him* and respond from the point of view of another character such as Vero.

B. Writing Assignments

Students are required to write 5,000-6,000 words in six to eight assignments, which may include some revision and must include the departmental assessment essay. A minimum of 20-30% of written work should be done in class. Regular participation in peer writing groups and/or tutorials with the professor should also be included.

For example, write an essay that presents a self-portrait. Focus the essay on who you are and how you communicate this identity. Start by presenting the kind of person you are. Then illustrate this identity with supporting points, examples, and details. As part of your discussion, examine and compare two photographs of yourself: your photo ID (student ID or driver's license) and a snapshot or portrait of yourself (such as a yearbook or wedding photo). Consider how accurately or completely each of these photographs represents you. Also, discuss which you prefer and why. Finally, discuss how else you communicate who you are to the world (family, friends, employers, strangers, etc.) Who gets the most complete and authentic picture of you? Why?

For example, prepare a detailed outline comparing and contrasting your life, or aspects of it, to one or more characters in Michele Serros' *Chicana Falsa*. The essay, to be written in class with the aid of your prepared outline, should have an overall point, your thesis, about those similarities and differences. Be sure to include specific and detailed examples.

### 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: Anthony Bourdain  
Title: A Cook's Tour  
Publisher: Harper Collins  
Date of Publication: 2002  
Edition:

Book #4:

Author: Ron Suskind  
Title: A Hope in the Unseen  
Publisher: Broadway  
Date of Publication: 1999  
Edition: Revised & Update

Book #5:

Author: Maxine Hong Kingston  
Title: The Woman Warrior  
Publisher: Vintage  
Date of Publication: 1989

Edition:

Book #6:

Author: Tim O'Brien  
Title: The Things They Carried  
Publisher: Broadway  
Date of Publication: 1998

Edition:

Book #7:

Author: Daniel Chacón  
Title: and the shadows took him  
Publisher: Washington Square Press  
Date of Publication: 2004

Edition:

Book #8:

Author: Paige Wilson and Teresa Glazier  
Title: The Least You Should Know about English  
Publisher: Cengage  
Date of Publication: 2014

Edition:

Book #9:

Author: Susan Anker  
Title: Real Writing with Readings  
Publisher: Bedford/St. Martin's  
Date of Publication: 2016

Edition:

**B. Other required materials/supplies.**

- A rhetoric and a reader.
- Optional: A full-length work of fiction or nonfiction.