

ENGL-120A: READING AND COMPOSITION STRETCH 1

Effective Term

Fall 2026

CC Approval

12/05/2025

AS Approval

12/11/2025

BOT Approval

12/18/2025

COCI Approval

02/06/2026

SECTION A - Course Data Elements
CB04 Credit Status

Credit - Degree Applicable

Discipline

English (Master's Degree)

And/Or

Subject Code

ENGL - English

Course Number

120A

Department

English

Division

Language and Developmental Studies (LADS)

Full Course Title

Reading and Composition Stretch 1

Short Title

Reading and Comp Stretch 1

CB03 TOP Code

1501.00 - English

CIP Code

23.0101

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Update Prerequisite.

SECTION B - Course Description

Catalog Course Description

English 120A is the first semester of a two-semester sequence developing expository, narrative, and argumentative writing based on reading and analysis of essays and other college-level texts. This course emphasizes critical reading and thinking skills along with instruction in writing academic essays, including the concepts of coherence, clarity, and unity. 5,000 to 6,000 words of writing are required.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade Only

Allow Audit

Yes

Requisites

Prerequisite(s)

Eligibility for ENGL-C1000 or appropriate placement.

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

C1000

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

Eligibility for ENGL-C1000 or appropriate placement.

Requisite Description

Non-course Requisite

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

Appropriate Placement

SECTION D - Course Standards

Is this course variable unit?

No

Units

3

Lecture Hours

54

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

| DE Modalities | Permanent or Emergency Only? |
|-----------------------------|------------------------------|
| Entirely Online | Permanent |
| Hybrid | Permanent |
| Online with Proctored Exams | Permanent |

SECTION E - Course Content**Student Learning Outcomes**

| Upon satisfactory completion of the course, students will be able to: | |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Think, read, and write critically about a variety of ethical, civic, and cultural topics. |
| 2. | Write unified, coherent, well supported, and grammatically correct documents while also demonstrating adequate research skills, including locating, evaluating, integrating, and documenting sources using discipline appropriate styles, such as MLA. |

Course Objectives

| Upon satisfactory completion of the course, students will be able to: | |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Recognize and understand the relationship of critical reading, critical thinking, and the writing process. |
| 2. | Read, comprehend, and analyze college-level texts of varying lengths, styles, and subjects and representing a variety of cultures and perspectives; Identify main and supporting ideas and underlying structure |
| 3. | Demonstrate an awareness of the writing process, specifically the ability to plan, draft, revise, and edit. |
| 4. | Write a clearly conceived and well-formulated essay, reasonably free from errors; Demonstrate a clear and thoughtful thesis as well as the ability to move from general statement to specific support |
| 5. | Analyze stylistic choices in their own writing and the writing of others. |
| 6. | Write timed/in-class essays. |
| 7. | Demonstrate ability to incorporate summary and quotations, presenting and citing references to outside sources correctly according to MLA in-text citation guidelines. |
| 8. | Observe the standards of academic English composition, including the conventions of punctuation, mechanics, and spelling. |
| 9. | Design and deliver oral presentations. |

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.

1. 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. Reading should include texts representative of a variety of cultures and perspectives. A thorough discussion of content (for basic comprehension) of expository and/or narrative prose will lead to the exploration of rhetorical strategies used by the author to present ideas; an attention to style, tone, language and vocabulary; and the analysis of ideas presented in texts

2. The writing process is a primary focus of this course, including the following:
 - a. Pre-writing techniques
 - b. Essay unity, focus, and structure; main ideas and thesis statement.
 - c. Review of paragraph unit, structure and development.
 - d. Revision, editing, and proofreading. Presentation.
3. Coordination with the campus Success Centers provides supplemental instruction in essay development, research, and sentence skills, and introduces students to campus support resources. Five hours of supplemental instruction are recommended.
4. 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.

Methods of Instruction

Methods of Instruction

| Types | Examples of learning activities |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | 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

| Types | Examples of learning activities |
|----------------------------|---------------------------------|
| Activity | |
| Discussion | |
| Group Work | |
| Individualized Instruction | |
| Journal | |
| Lecture | |

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

| Types | Examples of classroom assessments |
|--------------------|-----------------------------------------------------------------|
| Exams/Tests | In-class essay exam -reading comprehension test. |
| Quizzes | Grammar quizzes -quiz on proper use of quotes and citation. |
| Portfolios | Essay draft portfolio -reading response portfolio. |
| Essays/Papers | Compare contrast essay text analysis essay. |
| Oral Presentations | Group presentation of reading text -research paper presentation |

| | |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Other | Students will be evaluated primarily by academic essays, including timed/in-class writing, which will account for 75%-85% of the overall Course Grade). Additional methods of evaluation may include portfolios, oral presentations, quizzes, essay exams, class discussion, and group projects. |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Assignments

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.

Writing Assignments

Students will write 5,000-6,000 words in six to eight assignments. 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.

Outside-of-Class 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.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Hacker, Diana

Title

Rules for Writers

Edition/Version

8th

Publisher

Bedford/St. Martin's

Year

2016

Material Type

Textbook

Author

Juzwiak, Chris

Title

Touchstones

Publisher

Bedford/St. Martin's

Year

2013

Material Type

Textbook

Author

Hong-Kingston, Maxine

Title

The Woman Warrior

Publisher

Vintage

Year

1989

Material Type

Textbook

Author

Palmquist, Mike

Title

The Bedford Researcher

Edition/Version

6th

Publisher

Macmillan

Year

2016

Material Type

Textbook

Author

Graff, Gerald

Title

They Say / I say: The Moves That Matter in Academic Writing, with 2016 MLA Update

Publisher

W.W. Norton & Co

Year
2018

SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

Needs DEI Statement.

Course Codes (Admin Only)

CB00 State ID

CCC000602495

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

No

Only Pass/No Pass

No