



## **ENGL 120B - Reading & Composition STRETCH2 Course Outline**

**Approval Date:** 02/13/2019

**Effective Date:** 08/12/2019

### **SECTION A**

**Unique ID Number** CCC000602496

**Discipline(s)** English

**Division** Language and Developmental Studies

**Subject Area** English

**Subject Code** ENGL

**Course Number** 120B

**Course Title** Reading & Composition STRETCH2

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

**Rationale for adding this course to the curriculum** The second course in a two-semester stretch course for transfer-level English, developed in response to student needs in compliance with AB705.

**Units** 3

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

#### **Contact Hours**

**Lecture** 54.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 108.00

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**Total Contact Hours** 54

**Total Student Hours** 162

**Open Entry/Open Exit** No

**Maximum Enrollment**

**Grading Option** Letter Grade Only

**Distance Education Mode of Instruction** On-Campus  
Hybrid  
Entirely Online  
Online with Proctored Exams

## SECTION B

**General Education Information:**

## SECTION C

### Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** English 120B is the second semester of a two-semester sequence developing expository, narrative, argumentative, and researched 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 research strategies and writing academic essays, including the concepts of coherence, clarity, and unity. A minimum of 6,000-8,000 words of writing is required.

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## SECTION D

### Condition on Enrollment

#### 1a. Prerequisite(s)

- ENGL 120A

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 about a variety of ethical, civic, and cultural topics.
- B. Write unified, coherent, well supported, and grammatically correct documents while also demonstrating adequate research skills, including evaluating, integrating, and documenting sources using discipline appropriate styles, such as MLA.

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

- A. Recognize and understand the relationship between critical reading, critical thinking, and the writing process
- B. Read, analyze, and evaluate complex texts representing a variety of cultures and perspectives for content, context, and argumentative strategies with consideration of tone, audience, and purpose
- C. Apply a variety of rhetorical strategies in writing unified, well-organized essays which demonstrate a narrow, arguable thesis and specific, persuasive support
- D. Develop varied and flexible strategies for generating, drafting, and revising essays
- E. Analyze stylistic choices in their own writing and the writing of others

- F. Write timed/in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence
- G. Incorporate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism
- H. Demonstrate ability to collect, evaluate, analyze, and integrate research sources while following appropriate citation conventions (e.g. MLA)
- I. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation
- J. Design and deliver oral presentations, with an emphasis on focusing and organizing information for an audience
- K.

### 3. Course Content

Instructors may organize a class according to either writing modes or subject themes. A typical "mode" syllabus may progress through narrative, exposition, analysis, and argument.

- A. Sample readings of a sufficient number of expository and/or scholarly, research-driven essays, fiction, nonfiction, 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. Students will learn to differentiate between fact and opinion while beginning to identify authors' biases and assumptions.
- B. Formal student writing in response to readings will be practiced. The Writing Process is will be emphasized, with attention to:
  - a. Essay focus, structure and organization, particularly the connection between thesis and main points
  - b. Paragraph unity, structure, and development;
  - c. Revision, editing, proofreading, and correct formatting
- C. Coordination with campus Success Centers provides supplemental instruction in grammar and essay development for students and introduces them to campus support resources. Five hours of supplemental instruction are recommended.
- D. Research and documentation strategies are important elements of this course, including selecting a topic; finding and evaluating sources; taking notes; and outlining. In drafting the research essay, students should be prepared to correctly quote and paraphrase source material, provide MLA or other professional documentation formats, and compose a Works-Cited list
- E. Students will practice oral presentation skills, including organizing information for an audience's specific needs and developing confidence as a presenter.
- F.

### 4. Methods of Instruction:

**Activity:**

**Discussion:**

**Individualized Instruction:** Students are directed to Success Centers for individualized support with specific, identified skill needs

**Lecture:**

**Other:** Instructors may present material in a variety of modes, including lectures, discussion and collaborative group work. Given the rigor of the course, multi-media instruction, including recordings, streaming video, film, and documentaries may be used. Instruction should

balance delivery of information with hands-on practice of writing and response. To this end, instructors may use a variety of modes, including DVDs and/or videos, document cameras, and powerpoint presentations.

**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 -- in-class essay exam; a test on MLA Annotated Bibliography format

Quizzes -- grammar quizzes; reading comprehension quiz; quiz on proper use of quotes and citation

Portfolios -- essay draft portfolio; reading response portfolio; research source reports portfolio

Papers -- text analysis essay; argumentative essay

Oral Presentation -- eport on assigned reading; research paper presentation

Additional assessment information:

Students will be evaluated primarily by academic essays, including timed/in-class writing, which will account for 75%-85% of the overall Course Grade

Letter Grade Only

**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 30-50 pages per week of expository and/or narrative prose representative of a variety of cultures and perspectives. Students will be required to comprehend, analyze, evaluate, and respond to the ideas in the texts and related mediums.

For example, read Gloria Anzaldua's "How to Tame a Wild Tongue." Following Anzaldua's example, list all the formal and informal "languages"--e.g. dialects, slangs, jargons, as well as "formal" languages--you know. Now consider the different discourse communities these represent and freewrite about how these different languages help inform your sense of identity.

For example, read Martin Luther King's "Letter from Birmingham Jail" and discuss it with your reading group. Explain to one another how King differentiates between "just" and "unjust" laws. Then craft a paragraph within your group that explains how King justifies breaking laws during his direct action protests in Birmingham.

B. Writing Assignments

Students are required to write of 6,000-8,000 words in a variety of essays and graded revisions and responses, including at least one, timed, in-class essay. Students will also participate in peer writing groups and/or tutorials with instructor. Class lessons in essay development and writing will be presented each week as well.

For example, brainstorm for a few minutes about events and stories from your life. Pick two events and freewrite about them, adding details about who was there, what happened, and what you felt about it. Select one of these events as the subject of your next essay. Read and discuss the "Remembered Event" chapter in The St. Martins Guide for examples of how to develop this essay; also read the short essay "The Discus Thrower" to discuss the strategies used by the author to make the paper compelling and have a main point.

For example, read Paul Fussel's "A Well-Regulated Militia" and Leslie Marmon Silko's "In the Combat Zone. Write for workshop an essay comparing and contrasting the authors' positions regarding gun use and gun control efforts. Review MLA citation format in preparation of this essay. Before turning in this draft, perform a self assessment of the strongest and weakest aspect of your essay-whether in terms of structure or argument.

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.

**7. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Palmquist, Mike  
Title: The Bedford Researcher  
Publisher: Macmillan  
Date of Publication: 2018  
Edition:

Book #2:

Author: Graff, Gerald  
Title: They Say , I Say  
Publisher: W. W. Norton & Company;  
Date of Publication: 2016  
Edition:

Book #3:

Author: Rosenwasser, David, Stephen, Jill  
Title: Writing Analytically with Readings  
Publisher: Cengage  
Date of Publication: 2015  
Edition: 3rd

Book #4:

Author: Orlean, Susan  
Title: The Orchid Thief: A True Story of Beauty and Obsession  
Publisher: Ballantine  
Date of Publication: 2008  
Edition:

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