

ENGL-120B: READING AND COMPOSITION STRETCH 2

Effective Term

Fall 2019

BOT Approval

02/13/2019

SECTION A - Course Data Elements
CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

Subject Code

ENGL - English

Course Number

120B

Department

English

Division

Language and Developmental Studies (LADS)

Full Course Title

Reading and Composition Stretch 2

Short Title

Reading and Comp Stretch 2

CB03 TOP Code

1501.00 - English

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

The second course in a two-semester stretch course for transfer level English, developed in response to student needs in compliance with AB705.

SECTION B - Course Description
Catalog Course 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.

SECTION C - Conditions on Enrollment
Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade Only

Allow Audit

Yes

Requisites**Prerequisite(s)**

Completion of ENGL-120A with a minimum grade of C.

Requisite Justification**Requisite Description**

Course in a Sequence

Subject

ENGL

Course #

120A

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

Completion of ENGL-120A with a minimum grade of C.

SECTION D - Course Standards**Is this course variable unit?**

No

Units

3.00

Lecture Hours

54.00

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 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 between critical reading, critical thinking, and the writing process.
2.	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.
3.	Apply a variety of rhetorical strategies in writing unified, well-organized essays which demonstrate a narrow, arguable thesis and specific, persuasive support.
4.	Develop varied and flexible strategies for generating, drafting, and revising essays.
5.	Analyze stylistic choices in their own writing and the writing of others.
6.	Write timed/in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
7.	Incorporate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
8.	Demonstrate ability to collect, evaluate, analyze, and integrate research sources while following appropriate citation conventions (e.g., MLA).
9.	Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
10.	Design and deliver oral presentations, with an emphasis on focusing and organizing information for an audience.

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.

- 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.
- Formal student writing in response to readings will be practiced. The Writing Process will be emphasized, with attention to:
 - Essay focus, structure and organization, particularly the connection between thesis and main points
 - Paragraph unity, structure, and development;
 - Revision, editing, proofreading, and correct formatting
- 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.
- 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, student s should be prepared to correctly quote and paraphrase source material, provide MLA or other professional documentation formats, and compose a Works-Cited list.
- Students will practice oral presentation skills, including organizing information for an audience's specific needs and developing confidence as a presenter.

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
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.

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; 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.
Essays/Papers	Text analysis essay; argumentative essay
Oral Presentations	Report on assigned reading, research paper presentation.

Assignments**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 free write 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.

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 free write 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 Fussell'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.

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.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Palmquist, Mike

Title

The Bedford Researcher

Publisher

MacMillan

Year

2018

Material Type

Textbook

Author

Graff, Gerald

Title

They Say, I Say

Publisher

W.W. Norton & Company

Year

2016

Material Type

Textbook

Author

Rosenwasser, David, Stephen, Jill

Title

Writing Analytically with Readings

Edition/Version

3rd

Publisher

Cengage

Year

2015

Material Type

Textbook

Author

Orlean, Susan

Title

The Orchid Thief: A True Story of Beauty and Obsession

Publisher

Ballantine

Year

2008

SECTION G - Diversity, Equity and Inclusivity

Course Codes (Admin Only)

CB00 State ID

CCC000602496

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