

# ENGL 120A - Reading & Composition STRETCH1 Course Outline

Approval Date: 02/13/2019

Effective Date: 08/12/2019

## SECTION A

**Unique ID Number** CCC000602495

**Discipline(s)** English

**Division** Language and Developmental Studies

**Subject Area** English

**Subject Code** ENGL

**Course Number** 120A

**Course Title** Reading & Composition STRETCH1

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

**Rationale for adding this course to the curriculum** English 120A is the first semester of a two-semester "stretch" version of our standard transfer English composition course (120). It serves a need for students who prefer an extended period of study with sustained attention to and practice of college reading, writing, and research skills.

**Units** 3

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

### Contact Hours

**Lecture** 54.00

**Lab** 0.00

**Activity** 0.00

**Grading Option** Letter Grade Only

**Distance Education** On-Campus

**Mode of Instruction** Hybrid

## SECTION B

**General Education Information:**

## SECTION C

### Course Description

**Repeatability** May be repeated 0 times

**Catalog** English 120A is the first semester of a two-semester sequence developing

**Description** 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.

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## SECTION D

### Condition on Enrollment

#### 1a. Prerequisite(s)

ENGL 90 with a minimum grade of C or better 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 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 locating, 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 of critical reading, critical thinking, and the writing process
- B. 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
- C. Demonstrate an awareness of the writing process, specifically the ability to plan, draft, revise, and edit
- D. 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

- E. Analyze stylistic choices in their own writing and the writing of others
- F. Write timed/in-class essays
- G. Demonstrate ability to incorporate summary and quotations, presenting and citing references to outside sources correctly according to MLA in-text citation guidelines
- H. Observe the standards of academic English composition, including the conventions of punctuation, mechanics, and spelling
- I. Design and deliver oral presentations
- J.

### 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.

- A. 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
- B. languageftion) 7(A)4( )6(t5(on)3()la1 105o)13)3(d/or)s nBT/F1 15edffex

Portfolios -- -essay draft portfolio -reading response portfolio

Papers -- compare contrast essay text analysis essay

Oral Presentation -- -group presentation of reading text -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).

Additional methods of evaluation may include portfolios, oral presentations, quizzes, essay exams, class discussion, and group projects.

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 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 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 went

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: Hacker, Diana  
Title: Rules for Writers  
Publisher: Bedford/St. Martin's  
Date of Publication: 2016  
Edition: 8

Book #2:

Author: Juzwiak, Chris  
Title: Touchstones  
Publisher: Bedford/St. Martin's  
Date of Publication: 2013  
Edition:

Book #3:

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

Book #4:

Author: Palmquist, Mike  
Title: The Bedford Researcher  
Publisher: Macmillan  
Date of Publication: 2016  
Edition: 6

Book #5: 56 reW\*nBT/F1 11.04 Tf1 0QQ EMC q182.66 175.58 3491MCID 31BDC q91.58

Date of  
Publication: 2018  
Edition:

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