

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

Distance Education Mode On-Campus
of Instruction 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*

- 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.

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