



## Course Outline

### BASIC COURSE INFORMATION

**Course Number:** ENGL 101

**Course Title:** SUPPORT FOR ENGLISH COMPOSITION

Total Student Hours and Credit		Hours/Week	Hours/Term
Lecture Hours	in-class	1.00	18.00
	out-of-class	2.00	36
Lab Hours	in-class	0	0
	out-of-class	0	0
Activity Hours	in-class	0	0
	out-of-class	0	0
TBA Hours Per Term			0
Total Student Hours Per Term:			54.00
Hours-per-unit Divisor			54.00
Units of Credit:			1.00

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks.  
Curriculum is calculated based on 18 weeks.

#### **Catalog Description:**

Supports and develops the skills necessary to be successful in English 201A. Students will enhance their reading and writing skills through the practice of active reading, critical thinking, drafting, revising, and editing argumentative essays.

#### **Schedule Description:**

Supports and develops the skills necessary to be successful in English 201A. Students will enhance their reading and writing skills through the practice of active reading, critical thinking, drafting, revising, and editing argumentative essays. Corequisites: ENGL 201A.

#### **Corequisites:**

- ENGL 201A: ENGLISH COMPOSITION

**Division:** English

**Department:** English  
**Minimal Qualification  
Discipline Designation  
(MQDD):** English  
**Degree Applicability:** Credit - Degree Applicable  
**Methods of Instruction:**

- Lecture and/or discussion

**Grading Method:**

- P/NP Only

**Repeatability:**

**Course Cap:** 28

## **STUDENT LEARNING OUTCOMES**

1. Enhance the skills necessary to pass English 201A.
2. Utilize pre-writing, revision, and proofreading to produce clear, articulate, well-organized and well-supported essays free from mechanical errors.
3. Synthesize external information from credible sources into their essays and properly document sources in MLA (Modern Language Association) format.
4. Apply active reading strategies, such as previewing, annotating, mapping/outlining, and paraphrasing, to deconstruct and interpret texts.

## **COURSE CONTENT**

**Objectives:**

Upon completion of this course the student will be able to:

1. Engage in audio-visual, collaborative learning, and a balance of low- and high-stakes assignments and activities to reinforce foundational skills and strategies to successfully complete English 201A.
  - Class Performance(s)
  - Essay Exams
  - Group Work
  - Quizzes/Exams
  - Reading Reports
  - Term or Other Papers
  - Written/Typed Homework
2. Apply reading comprehension strategies (e.g. annotating, mapping/outlining) to deconstruct and interpret texts.
  - Essay Exams
  - Group Work
  - Internet Research
  - Quizzes/Exams

- Reading Reports
  - Term or Other Papers
  - Written/Typed Homework
3. Employ writing process strategies (e.g. prewriting, drafting, revision, and proofreading) to produce clear, well-supported essays.
    - Essay Exams
    - Group Work
    - Internet Research
    - Quizzes/Exams
    - Reading Reports
    - Term or Other Papers
    - Written/Typed Homework
  4. Review mechanical errors in student writing to strengthen skills in writing clear and correct sentences.
    - Essay Exams
    - Group Work
    - Quizzes/Exams
    - Term or Other Papers
    - Written/Typed Homework
  5. Locate, evaluate, successfully integrate, and correctly cite a variety of sources to support arguments effectively.
    - Essay Exams
    - Group Work
    - Internet Research
    - Quizzes/Exams
    - Reading Reports
    - Term or Other Papers
    - Written/Typed Homework

### **Topics & Scope:**

1. Reading strategies, such as identifying thesis statement and supporting details in texts, previewing, annotating, mapping/outlining, paraphrasing, summarizing, and identifying rhetorical modes.  
(Obj 1, 2)
2. Critical thinking, such as distinguishing between fact and opinion, making inferences, recognizing bias in written, audio, and visual texts, and engaging in collaborative learning and a balance of low- and high-stakes assignments and activities.  
(Obj 1, 2, 3)
3. Writing process and essay structure, such as prewriting, drafting, revision, and proofreading and introduction, thesis position, paragraph development and support, and conclusion.  
(Obj 1, 3, 5)
4. Research and documentation of sources, such as MLA format, recognizing legitimate sources, clear citations, and integration of quotes and paraphrases from written, audio, and visual materials.  
(Obj 1, 2, 3, 5)
5. Revision habits, such as checking work while in process and before submission, both

individually and with the assistance of support personnel, for sentence-level, content, structural, and mechanical errors.

(Obj 1, 3, 4, 5)

### **Assignments:**

Examples of independent assignments to fulfill 36 total hours of required out-of-class work:

1. Read and study a variety of texts and media, including (but not limited to) textbooks, extended arguments about political and social issues, short op-ed pieces, documentaries, films, advertisements, non-fiction books, and appropriate works of literature. (Obj 1, 2)
2. Prepare for class debates, discussions, poster presentations, and other group activities that analyze and interpret a variety of texts, while adapting arguments to match audience, purpose and tone. (Obj 1, 2, 3)
3. Engage in work at all stages of the writing process: prewriting, brainstorming, freewriting, drafting, revising, editing, and reflecting upon one's own work. (Obj 1, 3, 4, 5)
4. Write short essays, reflection journals, reading responses, and summaries in support of 201A writing assignments. (Obj 1, 2, 3, 4, 5)

Class participation and assignments require and develop critical thinking.

1. Evaluate and describe alternative aspects and perspectives associated with the writing topic. (Obj 1, 2, 3, 5)
2. Write essays based on research that is evaluated, synthesized, and then used as evidence for an argument. (Obj 1, 2, 3, 5)

### **Methods of Evaluation:**

- Written/Typed Homework
- Term or Other Papers
- Group Work
- Internet Research
- Quizzes/Exams
- Essay Exams
- Reading Reports

### **Texts, Readings, and Materials:**

#### ● **Textbooks**

Hacker, Diana *Rules for Writers* (8th/e). Bedford/St. Martins, (2016).

Brody, Michael *The Little Seagull Handbook with Exercises* (3rd/e). Norton, (2017).

#### ● **Other**

MLA, APA style handbook

Instructor coursepack

(Representative) Online OER: All of the following are available from

courses.lumenlearning.com: -Basic Reading and Writing -Guide to Writing -English

Composition I and II -English Composition Rhetoric

Appropriate novel and/or works of non-fiction: (Representative) Online OER: Both of the following are available from courses.lumenlearning.com: -Introduction to Literature -English Literature (Representative) Online OER: 1984 by George Orwell (available at <https://www.planetebook.com/free-ebooks/1984.pdf>) Other free, online texts at <https://archive.org/>