

Modesto Junior College
Course Outline of Record
ENGL 100

I. OVERVIEW

The following information will appear in the 2020 - 2021 catalog

ENGL 100—INTENSIVE READING, WRITING, AND REASONING

5 UNITS

90 Lecture Hours , 180 Outside-of-Class Hours = 270 Total Student Learning Hours
Prerequisite: Satisfactory completion of ENGL 45 or qualification by the MJC assessment process.

An alternative to ENGL 101 that provides additional instructional development of reading, writing, and critical thinking skills necessary to demonstrate competency in college-level composition. Provides a highly structured, intensive, and supportive learning framework with a focus on academic texts and the use of a variety of sources to write a college-level research paper. Includes an 8,000 word writing requirement, at least 6,000 of which must be in essays with a developed thesis. 2,000-3,000 of the 8,000 must be research-based writing with proper MLA formatting and documentation. Field trips might be required. Not repeatable. (A-F Only) **Transfer:** (CSU, UC) (C-ID: ENGL 100) **General Education:** (MJC-GE: D1) (CSU-GE: A2) (IGETC: 1A)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

A. Critical Thinking and Reading

1. Identify thesis, main idea, or unifying theme of a reading selection.
2. Identify rhetorical strategies (e.g., modes of discourse), comment on the effect of one strategy on another in mixed discourse (e.g., the importance of exposition in furthering argument, the effect of description on narration), and identify rhetorical context (e.g., social, historical, cultural, and political).
3. Distinguish subordinate or supporting ideas and information from main ideas and distinguish between students' own thoughts and opinions and those of the writer.
4. Draw inferences and making judgments about a writer's thought and attitude, recognize tone of writing and effect of tone in fulfilling the purpose of the writing.
5. Identify techniques by which writers fulfill their purposes in various modes of discourse, such as:
 - a. Organizing principles in description
 - b. Transitional devices in exposition
 - c. Arrangement of main points in argument
 - d. Effective diction in narration

6. Identify strategies for approaching academic texts, especially challenging book-length texts:

- a. Previewing
- b. Annotating
- c. Note taking
- d. Reviewing
- e. Metacognition

B. Critical Thinking and Writing

1. Writing Component:

- a. Define needs of audience for background and information and adapt the writing to satisfy the needs and expectations of different audiences.
- b. Limit topic or scope to what can be managed effectively in a given piece of writing.
- c. Establish an explicit or implicit thesis through a unifying theme or controlling idea.
- d. Use principles of organization effectively.
- e. Develop ideas through the use of evidence, example, explanation, analysis, and/or detail.
- f. Support ideas with a variety of sources (e.g., cited references, personal experience, observation, etc.) that best fulfill the purpose of the writing.
- g. Adapt rhetorical strategies to the requirements of the writing situation (e.g., in-class writing, research writing, reflective writing).
- h. Examine and analyze students' own writing and that of other students to improve the effectiveness of the writing.
- i. Revise to improve organization, coherence, focus, and development.
- j. Improve grammar, punctuation, and diction as necessary.

2. Research Competency Component:

- a. State and narrow a research question, problem, or issue.
- b. Create topics from and in conversation with course readings and themes.
- c. Distinguish between primary and secondary sources.
- d. Determine authority, bias, credibility, and relevance of sources (electronic and print).
- e. Integrate effectively a variety of sources (e.g., popular, scholarly, government publications, technical, etc.) through summary, paraphrase, and quotation analysis.
- f. Use established MLA conventions for in-text citations and the Works Cited page.

3. Revise and edit techniques and practices:

APPROVED-AWAITING ACTIVATION

- a. Peer review of written work.
 - b. Self-evaluation of written work.
 - c. Rewriting and editing final draft.
4. Student Success Skills:
- a. Acknowledge the complexities of academic reading and writing tasks and foster growth mindset in response to these challenges.
 - b. Acknowledge and understand academic policies and procedures to promote student responsibility.
 - c. Prepare for the rigor of academic texts.
 - d. Recognize the value of and utilize student support services:
 - i. Library and Learning Center
 - ii. Teacher Office Hours
 - iii. Disability Center and Testing
 - iv. Counselors and Success Specialists
 - v. Computer Labs
 - vi. Online Learning Platforms
 - vii. Supplemental Instruction
 - e. Adopt behavioral strategies for student success in a college-level course:
 - i. Develop peer support networks.
 - ii. Participate in peer study groups and/or mentoring.
 - iii. Collaborate to accomplish challenging college-level tasks.
 - iv. Manage time wisely to complete homework.
 - v. Understand the importance of attendance for academic success.
 - f. Develop metacognition about academic challenges:
 - i. Engage with faculty to determine need for remediation.
 - ii. Respond to interventions appropriately.
 - iii. Develop awareness of the learning process to promote self-intervention.

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

APPROVED-AWAITING ACTIVATION

Satisfactory completion of ENGL 45 or qualification by the MJC assessment process.

2. Requisite Skills

Before entering the course, the student will be able to:

- A. Read critically to identify the writer's purpose, point of view, organizational structures, manner of presentation, and other techniques used to construct an effective piece of writing.
- B. In response to a written text, propose and develop a thesis, and support that thesis with appropriate details and examples, including support from primary and secondary sources.
- C. Integrate outside sources into their writing effectively, using MLA documentation for paraphrase, summary, and word-for-word quotes.
- D. Write fully developed essays that provide coherence among and within paragraphs and use logical transitions in order to achieve unity and coherence.
- E. Revise for coherence, unity, content, and audience impact based on grading rubric and various forms of criticism, including instructor feedback, peer feedback, and self-evaluation with a view toward improving the effectiveness of the writing.

C. HOURS AND UNITS

5 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	90	5.00
Lab	0	0
Discussion	0	0
Activity	0	0

D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

- 1. Provide sophisticated readings on relevant topics.
- 2. Lead class discussion, e.g., class analysis of a reading selection, discussion of examples of student writing, or discussion of ideas for and approaches to an upcoming writing assignment.
- 3. Facilitate discussion of the requirements and expectations of assignments, essay prompts, and rubrics.
- 4. Oversee peer review workshops of written work.
- 5. Hold individual and/or small group writing conferences.
- 6. Model reading strategies, such as "think aloud" and annotations.
- 7. Lecture.
- 8. Direct small-group discussions and activities.
- 9. Provide step-by-step guidance on a variety of assignments.
- 10. Assign possible field trips.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

APPROVED-AWAITING ACTIVATION

- A. This course requires a minimum of 8,000 words of edited formal writing. At least 6,000 of the required words must be in academic papers in which a thesis is developed. The course also requires 2,000 - 3,000 of those words to be research-driven writing. Students are typically assigned between five and seven papers per term, and they typically take each assigned paper through two or three drafts before turning a final draft in for grading.
- B. Students are typically assigned between 25 and 75 pages of reading per week, and they often write informal responses or journal entries on the reading assignments.

2. **EVIDENCE OF CRITICAL THINKING**

Assignments require the appropriate level of critical thinking

A. Out-of-Class Essay:

1. Write a 2000-2500 word thesis-driven essay that engages with Colson Whitehead's *Zone Out* and James Kunstler's "The Long Emergency." Your essay must significantly incorporate 5-7 sources. For your essay, I would like you to study the plot and character development in *Zone One* to develop an alternate point of view to Kunstler's "Jiminy Cricket syndrome." According to the events in the novel, how should humans approach global catastrophe, and how can this viewpoint be applied to better understand the very real environmental catastrophes that we are currently facing in the 21st century?
2. Write a 2500-3000 word thesis-driven essay that examines a graphic novel we have read in class. Your essay needs to incorporate 5-7 outside sources. Your essay needs to examine **one** of the following topics: 1) Trace a theme over a sub-genre of a graphic novel, 2) Analyze gender, race, sexuality, or class in a graphic novel, or 3) Analyze the relationship between words and images in a graphic novel.

B. In-Class Essay:

1. Write a clear, organized, well-supported essay in response to the following questions: Bernard Condon and Paul Wiseman's article "Recession, Tech Kill Middle-Class Jobs" presents a fairly grim picture of our job market, but Michio Kaku emphasizes that, even though we have certain challenges, America still has valuable opportunities and reasons to be optimistic about the future. Why? What do you think? In other words, what are the main points behind each of these arguments, and where do you stand in relation to these arguments?

F. **TEXTS AND OTHER READINGS (TYPICAL)**

1. **Book:** Gerald Graff and Cathy Birkenstein (2018). *They Say / I Say: The Moves that Matter in Academic Writing* (4/e). Norton.
2. **Book:** Brian Stevenson (2015). *Just Mercy: A Story of Justice and Redemption* Spiegel and Grau.
3. **Book:** Anne Fadiman (2012). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* Farrar, Straus, and Giroux.
4. **Book:** Ta-Nehisi Coates (2015). *Between the World and Me* Spiegel and Grau.
5. **Book:** Ruben Martinez (2013). *Crossing Over: A Mexican Family on the Migrant Trail* Picador.
6. **Book:** John Steinbeck (2002). *The Grapes of Wrath* (Centennial/e). Penguin.

APPROVED-AWAITING ACTIVATION

7. **Book:** Jhumpa Lahiri (1999). *Interpreter of Maladies* Mariner Books.
8. **Book:** Mary Shelley (2015). *Frankenstein* CreateSpace Independent Publishing Platform.
9. **Book:** Ralph Ellison (1995). *The Invisible Man (2/e)*. Vintage.
10. Other: Purdue OWL (Purdue University Online Writing Lab)
11. Other: They Say/I Blog: Join the Conversation (<http://www.theysayiblog.com/>)
12. Other: Strategies for Successful Writing

III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

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

- a. Apply critical reading skills to the analysis of expository college-level texts from diverse cultural sources and perspectives.
- b. Apply critical writing skills in the written analysis of college-level texts from diverse cultural sources and perspectives.
- c. Apply general critical thinking skills in analytical discourse.
- d. Apply information literacy skills to college-level academic research.
- e. Write papers that show evidence of drafting, revising, and editing to reflect an academic style and tone.
- f. Use scholarly sources in a legitimate way, A) summarizing and paraphrasing source material, B) synthesizing multiple sources, C) integrating source ideas with his or her own ideas, and D) avoiding plagiarism by document sources according to MLA conventions.
- g. Evaluate and articulate the credibility of print and online sources.
- h. Write papers that are correctly formatted according to MLA conventions.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. In-class essays
2. 2,000 - 3,000 words of research-based writing using current MLA conventions of documentation (required)
3. Quizzes and/or examinations
4. Multiple drafts of out-of-class essay assignments
5. Participation in class discussion and group work

B. SUMMATIVE EVALUATION

1. In-class final essay exam (required)

APPROVED-AWAITING ACTIVATION

2. Portfolios (optional)