Course Prefix & Number: ENGL 100 C  
CC Approved: 10/02/12  
DCCC Approved: 11/02/12  
Board Approved: 12/11/12

CYPRESS COLLEGE  
COURSE OUTLINE

Division: Language Arts  
Department/Subject Area: English  
Course Prefix: ENGL  
Course Number: 100 C  
Course Title: College Writing  
Units: 4  
Lec Hours: Full Term Hrs/Wk. 4  
Lab Hours: Full Term Hrs/Wk. 0 Scheduled  
Credit Hours: 0  
Student Contact Hours: 72  
Assignment Preparation Hours: 8  
Prerequisite(s): 

Validated on 05/23/2012  
Acceptable score on placement test or ENGL 060 C with a grade of "C" or better, ENGL 99 C with a Pass, or ESL 186 C with a grade of "C" or better.

Corequisite(s): None

Advisory(ies): None

I. DESCRIPTIONS

A. CATALOG DESCRIPTION

UC Credit Limitation/CSU, AA GE, CSU GE, IGETC  
English 100 C is a college level course in written communication. It is designed to develop reading, critical thinking, and writing strategies necessary for academic success. The emphasis is on writing expository essays. The course requires the use of research and documentation skills. Duplicate credit not granted for ENGL 100HC.

B. SCHEDULE DESCRIPTION (max 2 lines):

UC Credit Limitation/CSU, AA GE, CSU GE, IGETC  
This course stresses the principles and practice of written communication, with an emphasis on reading and writing expository essays and on research skills. DUPLICATE CREDIT NOT GRANTED FOR HONORS ENGL 100HC.
II. ENTRY LEVEL SKILLS AND KNOWLEDGE (To be completed if required by Prerequisite Policy)

Upon entering this course, the student needs to be able to:

A. Identify main idea and basic methods of development in writing;
B. Recognize common rhetoric modes, purposes, and methods of development in a variety of written materials;
C. Discover in written sources subjects of potential merit as writing topics;
D. Expand vocabulary using the context of the readings;
E. Restate the main idea of a paragraph or an essay and identify the details that develop it;
F. Apply appropriate writing strategies in development of ideas;
G. Recognize strengths and weaknesses in their own and other student writings;
H. Distinguish among facts, inferences, and judgements in writing;
I. Draw conclusions from given facts/data;
J. Identify common rhetorical modes, purposes, and methods of development;
K. Apply the critical thinking skills needed to compare, contrast, summarize, analyze, and evaluate in producing writing;
L. Write a 750-1000 word academic essay;
M. Generate ideas for writing;
N. Write paragraphs with unity, substance, and clarity that support their main ideas;
O. Formulate a thesis statement that clearly expresses the central idea of the essay;
P. Organize paragraphs into a logical sequence so that the central idea of the essay is developed to a logical conclusion;
Q. Develop effective sentence structure and sentence variety;
R. Construct sentences with precise and appropriate words;
S. Modify drafts, revising throughout the writing process-adding, deleting, substituting and rearranging;
T. Identify and correct errors in capitalization, spelling, punctuation, usage, and grammar.

III. INSTRUCTIONAL OBJECTIVES (Use measurable objectives only)

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

A. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
B. Generate ideas for writing;
C. Formulate a thesis statement that clearly expresses the central idea of the essay;
D. Construct paragraphs that develop and support a main idea;
E. Organize paragraphs into a logical sequence so that the central idea of the essay is developed to a logical conclusion;
F. Vary sentence structure and types effectively in order to indicate the meaning, relationship, and the importance of the ideas;
G. Construct sentences with precise and appropriate words;
H. Vary word choice and sentences for different audiences and purposes;
I. Present ideas as related to, but clearly distinguished from, the ideas of others, demonstrating the ability to use research techniques and MLA documentation to avoid plagiarism;
J. Support opinions and conclusions based upon the appropriate use of evidence and critical thinking;
K. Proofread for errors and omissions of both form and substance;
L. Proofread and correct errors and omissions in content, capitalization, spelling, punctuation, usage and grammar;
M. Organize and develop timed in-class essays;
N. Organize and develop a response to essay exam questions;
O. Identify the main and subordinate ideas in writing and summarize in one's own words;
P. Identify different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;
Q. Draw reasonable conclusions from information in various sources, whether written, spoken, tabular, or graphic, and defend those conclusions rationally;
R. Distinguish between fact and opinion.

IV. COURSE CONTENT AND SCOPE (instructional topics or units)

A. Topics
   1. Writing process included as formal part of instruction
      a. Prewriting
         i. Identify a significant topic
         ii. Discover ideas concerning that topic using personal experience, knowledge, reading, and/or research
         iii. Employ techniques to discover and develop topics systematically
         iv. Analyze audience, making rhetorical decisions based on audience
      b. Drafting
         i. Write compositions that develop a topic or thesis in a coherent and unified manner choosing from a number of developmental techniques
         ii. Choose an appropriate form for the essay based on its purpose or thesis and the intended audience
         iii. Write papers which demonstrate an understanding of the interrelationship of writer, audience, and purpose
         iv. Write papers that meet the expectations of an academic audience
         v. Write papers of substantial length and complexity utilizing various strategies and options, going beyond external formulas such as the five-paragraph model
         vi. Write paragraphs that have unity, substance, and clarity
         vii. Write sentences that are varied, using subordination and coordination, and that are appropriate for topic and audience
         viii. Make appropriate stylistic decisions, such as those regarding tone and diction
      ix. Find and develop own voice and style
      c. Revising
         i. Read own writing objectively to question, clarify, and reshape it
         ii. Make significant changes in draft, revising through the steps listed above, adding, deleting, substituting, and reorganizing at the level of the word, phrase, sentence, paragraph, and essay
      d. Editing
         i. Produce writing that is nearly free of errors, such as run-ons, comma splices, fragments, garbled syntax, shifts in tense and person, unclear references, errors in subject-verb agreement, spelling, and usage

2. Writing skills are the major focus of the course
   a. Introduction
   b. Thesis Statement
   c. Subtopics of thesis
   d. Development of subtopics
   e. Organizational patterns (such as comparison and contrast, classification)
   f. Transitional devices
   g. Methods of development (such as facts, examples, illustrations)
   h. Conclusion

3. Review paragraph development as needed
4. Review writing fundamentals as needed
5. Research and Documentation
a. Library skills such as use of card catalog, indexes of periodical material, and online databases
b. Introduction of other tools or research
c. Current Modern Language Association (MLA) Style Sheet
d. Gather necessary information from a variety of sources to substantiate assertions or claims
e. Use systematic research techniques to produce accurate documentation
f. Explore traditional print source materials and electronic media to take advantage of local and distant library holdings
g. Use the latest technology for locating information sources, such as the World Wide Web
h. Evaluate the reliability of sources and the validity of arguments
i. Interpret the researched material accurately in context
j. Determine what information requires documentation, using the correct documentation form for print and electronic sources, including those from online databases
k. Organize and synthesize research information in documented writing
l. Use summaries, paraphrases, and quotations accurately in writing that requires documentation

6. Essay exams or timed writing assignments
   a. Learn to write multiple paragraph responses to essay exam questions
   b. Adapt the writing process to writing tasks that must be performed under time pressure

7. Reading
   a. Read college level material fluently, both silently and aloud
   b. Identify main and subordinate ideas and a variety of methods of development in professional and student writing
c. Identify rhetorical modes, purposes, methods of development, and styles in professional and student writing
d. Discover writing topics of potential merit in various written sources
e. Scan a variety of written sources efficiently to locate information and ideas
f. Read a variety of non-fiction source materials, including print and electronic sources for documented papers, and determine the value, assess the accuracy, and evaluate the authority of the materials
g. Emphasis is on non-fiction selections
   i. Used for purposes of discussion such as the interrelationships of author's purpose, rhetorical choices, context, and audience
   ii. Used as springboard to writing assignments
   iii. Used as models
h. Fiction may be used as minor part of reading
   i. Used to teach critical analysis
   ii. Used to teach the critical essay form
   iii. Used to encourage students to elect a literature class

V. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):

A. Lecture/discussion
B. Collaborative Group Learning
C. Article Handouts
D. Web Enhanced
E. Written assignments
F. Reading assignments
G. Individual conferencing
VI. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):

A. Attendance/Class Participation
B. Class Work
C. Critiques
D. Essays
E. Exams/Tests
F. Homework
G. Individual and/or Group Projects
H. Journals
I. Papers
J. Quizzes
K. Research Papers/Projects
L. Skills/Competency Tests
M. Emphasis will be on formal essays written both in and out of class and the research paper(s)

VII. LIST RECOMMENDED TEXTBOOKS:
Texts such as the following are appropriate:

MyMathLab Pearson, 9th
Fictional reading materials
All students must have a standard college dictionary.
Current periodical articles

VIII. LIST SUPPLEMENTAL TEXTBOOKS OR MATERIALS:
Supplemental Reading or materials such as the following are appropriate:

IX. ASSIGNMENTS:

A. Assignments that Demonstrate Critical Thinking
1. In the writing of essays and research papers, students are expected to demonstrate critical thinking skills such as analysis, comparison and contrast, evaluation, prediction, inductive and deductive reasoning, avoidance of fallacies, logic, problem solving, use of evidence, and cause and effect relationships

B. Writing Assignments and/or Proficiency Demonstration

1. Writing assignments totaling 6,000 to 8,000 words (approximately 3/4 of the course content).
   Shorter expository papers (500 to 1,000 words each) reasonably balanced between those written outside of class and those written in class. (The usual practice within the department is 2/3 written outside of class). Outside papers are to be typed. Academic papers in standard English to be emphasized. (Less formal, perhaps autobiographical or spontaneous, less structured writing assignments may be used as a means of developing student writing skills.)
   Papers should contain an introductory paragraph and a thesis statement.
   Papers should contain multiple paragraphs adequately developed:
   a. Each provides a topic sentence and linking material.
   b. Each provides general and specific support.
   Papers should have a conclusion.
   Papers should be carefully proofread before submission.

2. The Research Paper (one or more papers 2,000 - 5,000 words with an emphasis on developing a longer research paper no less than 8 pages)
   Paper or papers should demonstrate use of library research and documentation, including:
   a. Use of on-line catalog.
   b. Use of indexes of periodical material.
   c. Use of other tools of research such as internet and computer data bases.
   d. Use of the current MLA Style Sheet.
   Instructor advises the planning and development of paper.
   Papers containing source material should demonstrate:
   a. Sources critically evaluated.
   b. Sources properly cited and used as support.
   Burden of proof of authenticity of paper is student’s responsibility and should be demonstrated by:
   a. Notes made available to be checked by instructor.
   b. Rough draft and other elements available to be checked by instructor.

3. In-Class Essay Examinations, such as a midterm and/or final