

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** ENGL 100    **TITLE:** Composition and Reading  
**Semester Units/Hours:** 3.0 units; a minimum of 48.0 lecture hours/semester; a minimum of 16.0 tba hours/semester  
**Method of Grading:** Letter Grade Only  
**Prerequisite:** ENGL 838 or 848; or ESL 400, OR appropriate skill level indicated by the English placement tests.
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
    CSM - COMPETENCY REQUIREMENTS: C2 English 100 Basic Competency  
    CSM - GENERAL EDUCATION REQUIREMENTS: E2a. English Composition  
    CSM - GENERAL EDUCATION REQUIREMENTS: E2b. English, literature, Speech Communication  
    CSM - GENERAL EDUCATION REQUIREMENTS: E2c. Communication and Analytical Thinking  
**CSU GE:**  
    CSU GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A2 -  
    Written Communication  
**IGETC:**  
    IGETC Area 1: ENGLISH COMMUNICATION: A: English Composition
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    Intensive reading and writing based on the study of primarily nonfiction materials. Students write a minimum of 8,000 words; writing emphasizes expository forms.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Analyze and respond critically to college-level texts.
  2. Write effectively organized text-based expository essays.
  3. Construct syntactically mature and grammatically sound prose.
  4. Integrate textual material using standard MLA format.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Upon completion of the course, students should be able to plan and execute text-based essays (a minimum of 8,000 words or 6-8 essays) from invention through completion, including brainstorming, creating and refining a thesis, generating an outline, and writing and editing multiple drafts. The primary focus is on developing students' ability to read critically, generate and communicate their ideas clearly and effectively, and write original, unified, well-developed, and coherent essays that reflect an awareness of audience as well as depth of thought and critical analysis.**Critical Reading**
  1. distinguish between fact and opinion, examine assumptions, and evaluate the validity of inferences
  2. recognize a variety of rhetorical strategies in complex written arguments
  3. discuss a writer's purpose, audience, voice, and tone
  4. summarize, evaluate, and analyze a text to identify a thesis and different forms of support**Critical Writing (students should be able to:)**
  1. write text-based, logically organized expository essays
  2. develop sophisticated, college-level prose reflecting an awareness of audience and different rhetorical purposes and strategies
  3. understand and correctly use MLA and/or APA documentation conventions
  4. interpret, analyze, evaluate, and synthesize ideas of others from a variety of sources, primarily expository prose
  5. incorporate quotations, paraphrase, and summary into essays
  6. write clearly-focused, syntactically mature, coherent sentences using college-level sentence structure and grammar with minimal usage and grammatical errors

7. write sentences that demonstrate an understanding of parallel structure, the coordination and subordination of ideas, and proficiency in use of various sentence modification strategies (e.g. noun phrase appositives, verbal phrase modifiers, and adjective clauses).

**Critical Thinking (Students should be able to):**

1. write prose which reflects college-level critical thinking skills
2. demonstrate an understanding of purpose, audience, structure, and style as they relate to their own written assignments and demonstrate an understanding of these in the analysis and evaluation of the written prose of others
3. classify, analyze, evaluate, and synthesize texts from a variety of sources (primarily non-fiction).

**6. COURSE CONTENT:**

**Lecture Content:**

English 100 is the first university-level transfer course our students must take. In fact, for many of our students, it is their introduction to the rigors of writing and critical thinking and to the intellectual expectations of our college community. Its intellectual challenges therefore must look ahead to English 110 and 165. To prepare our students for college work and to anticipate the requirements of English 165 and 110, instructors should quickly provide assignments that encourage students to think and write critically and analytically and to produce sophisticated, college-level prose that reflects an awareness of audience as well as depth of thought and critical analysis.

The course should require students to

- read exemplary works of non-fiction although some fiction and poetry may be included. However, to satisfy articulation agreements with UC Berkeley, they must read and write about at least two book-length works, only one of which can be fiction;
- write a minimum of 8,000 words in the course (or roughly 32-40 pages of finished prose), or 6-8 essays, the majority of them text-based papers (2,000 of the 8,000 words may be revision). The goal is to move outside their personal sphere and beyond the 5-paragraph essay;
- evaluate, summarize, and integrate others' ideas into their writing. Assignments should increase their mastery of the skills required to analyze and employ different logical and rhetorical strategies in expository essays;
- demonstrate an understanding of the coordination and subordination of ideas and various sentence modification strategies (e.g., appositives, verbal phrase modifiers, and adjective clauses).

**TBA Hours Content:**

English 100 has a TBA [To Be Arranged Hours] requirement. These TBA hours are instructional activities designed to help improve students' reading and writing skills. Students are required to complete the activities in 18-102 or 18-104. They must log in and out of the SARS system every time they work on one of the activities.

Activities may include orientations, one on one tutoring conferences with English instructors, tutorials on specific writing and critical thinking skills, and group workshops.

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

1. Lecture
2. Activity
3. Discussion
4. Guest Speakers
5. Individualized Instruction
6. Observation and Demonstration
7. Service Learning
8. Other (Specify): • Lecture presentations supported by board or computer presentations. Written and oral explanations of assigned readings as well as relevant principles of good paragraph and sentence construction. • Instructor-guided discussion. Interpretation and evaluation of ideas in response to assigned readings through instructor-guided small group or class discussion. Instructor guidance may include inductive exercises, debates, prepared questions, or other tasks to engage students in the analysis of texts. • Process modeling. Instructor-moderated analysis of the writing process. Introduction and practice in pre-writing techniques (such as freewriting, brainstorming, etc.), organizing, drafting, revising, proofreading, and editing. • Collaborative group work. Student-centered classroom using group work in responding to student writing, readings, discussions, sentence combining activities, and other projects • Essay and paragraph modeling. Introduction to various rhetorical strategies used by professional and student writers. • Sentence combining exercises and drill exercises. Exercises in sentence combining and other sentence development writing strategies to introduce and reinforce skills in sentence construction in

the context of students' own writing. • Journal. Development of interpretations and analyses in response to assigned readings through written journals. Instructor guidance may include assigning specific questions related to readings.

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### Writing Assignments:

Written Essays (a minimum of 8,000 words) to demonstrate an understanding of course material and the writing process. Journal writing, summaries, and other responses to assigned readings to demonstrate understanding and synthesis of readings. See attached sample essays.

### Reading Assignments:

Students read exemplary works of non-fiction although some fiction and poetry may be included. However, students *must* read and write about at least **two** book-length works, only one of which can be fiction. (See "book-length works" under "representative texts." ) Professional writing may be from a variety of sources, including essays, newspapers, books, magazines, and textbooks.

### To be Arranged Assignments (if applicable):

To-Be-Arranged (TBA) activities may include orientations, one on one tutoring conferences with English instructors, tutorials on specific writing and critical thinking skills, and group workshops.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

1. Class Participation
2. Class Performance
3. Class Work
4. Exams/Tests
5. Final Class Performance
6. Group Projects
7. Home Work
8. Papers
9. Portfolios
10. Projects
11. Quizzes
12. Research Projects
13. Written examination
14. Written Essays (a minimum of 8,000 words) to demonstrate an understanding of course material and the writing process Other methods of evaluation may include • Journal writing, summaries, and other responses to assigned readings to demonstrate understanding and synthesis of readings • Student participation during class discussion, debates, reports, etc., to demonstrate level of preparedness for coursework • Homework including sentence-combining exercises and drills to demonstrate understanding and mastery of course material • Quizzes and exams (including midterm and final), and other written responses to assigned readings to demonstrate mastery of course material.

## 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

1. McQuade, Donald. *The Writer's Presence: A Pool of Readings*, 7th ed. Bedford/ St. Martin's, 2011
2. Robinson, W.S.. *Texts and Contexts: A Contemporary Approach to College Writing*, 7th ed. Cengage Learning, 2008

Possible manuals include:

1. Hacker, D.. A Writer's Reference, Bedford/ St. Martin's, 10-31-2010
2. Hacker, D.. Bedford Handbook, Bedford/ St. Martin's, 12-31-2009

Other:

1. Book-Length Works  
Bacca, Santiago Jimmy, A Place to Stand  
Barondes, Samuel, Making Sense of People  
Bauerlin, Mark, Digital Divide  
Beah, Ishmael, Long Way Gone  
Blumenfield, Warren, Homophobia: How We All Pay the Price

Chua Amy, Battle Hymn of the Tiger Mother  
Ehrenreich, Barbara, Nickel And Dimed  
Estabrook, Barry, Tomatoland  
Fadiman, Anne, The Spirit Catches You, and You  
Fall Down  
Frankl, Victor, Man's Search for Meaning  
Gladwell, Malcolm, Blink  
Hari, Doud, The Translator  
Hessel, Stephane, Time For Outrage  
Hindes, Steve, Think For Yourself!  
Ishiguro, Kazuo, Never Let Me Go  
Kidder, Tracy, Mountains Beyond Mountains  
Kidder, Tracy, Strength in What Remains  
Krakauer, Jon, Into the Wild  
Mowat, Farley, Never Cry Wolf  
Prejean, Helen, Dead Man Walking  
Rodriguez, Richard, Hunger of Memory  
Rose, Mike, Why School?  
Ryan, Evelyn, The Prizewinner of Defiance, Ohio  
Sandel, Michael J., Justice: What's the Right  
Thing to Do?  
Shelley, Mary, Frankenstein  
Trillin, Calvin, About Alice  
Twenge, Jean, Generation Me  
Vincent, Norah, Self-Made Man  
Wiesenthal, Simon, Sunflower  
Woolf, Virginia, A Room of One's Own

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**Course Originator:** Daniel Keller