

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** ENGL 105 **TITLE:** Composition with Support **C-ID:** ENGL 100 (ENGL 110)
Units: 5.0 units **Hours/Semester:** 80.0-90.0 Lecture hours; 16.0-18.0 TBA hours; and 144.0-162.0 Homework hours
Method of Grading: Letter Grade Only
Prerequisite: Appropriate skill level as indicated by high school GPA, completion of ESL 400, or other measures as applicable. Students eligible for ENGL 100 who would prefer to receive extra support in reading and writing skills may enroll in ENGL 105.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - COMPETENCY REQUIREMENTS: C2 English 100 Basic Competency
 CSM - COMPETENCY REQUIREMENTS: C3 Information Competency
 CSM - GENERAL EDUCATION REQUIREMENTS: E2a. English Composition
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:
 ENGL 105, the first-semester reading and composition course, teaches students the principles, methods, and habits of mind that will enable them to succeed in courses in many fields. Students will read diverse texts in various genres, and they will connect their reading to their exploration of their own experience and critical perspectives. On the basis of these connections, they will design and write essays with a distinct purpose and audience in mind. English 105 is the same as English 100 but includes two extra units of supplemental instruction and support.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Write thoughtful, coherent, and purposeful essays that respond critically to students' own experience and diverse texts.
 2. Develop clear, fluent, and focused sentences that are appropriate for the student's intended audience and purpose
 3. Comprehend and evaluate diverse readings composed with various purposes and content, including expository and narrative non-fiction and, optionally, fiction.
 4. Employ a methodical writing process that includes prewriting, drafting, revision, and self-assessment.
 5. Effectively locate, evaluate, and fluidly integrate relevant sources, using appropriate research tools and strategies and documentation according to MLA or APA guidelines as appropriate.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Write thoughtful, coherent, and purposeful essays that respond critically to students' own experience and diverse texts.
 2. Develop clear, fluent, and focused sentences that are appropriate for the student's intended audience and purpose.
 3. Comprehend and evaluate diverse readings composed with various purposes and content, including expository and narrative non-fiction and, optionally, fiction.
 4. Employ a methodical writing process that includes prewriting, drafting, revision, and self-assessment.
 5. Effectively locate, evaluate, and fluidly integrate relevant sources, using appropriate research tools and strategies and documentation according to MLA or APA guidelines as appropriate.

6. **COURSE CONTENT:**
Lecture Content:

A Note about the Key Differences between English 100 and 105

English 100 (3 units) and English 105 (5 units) both fulfill the first-semester of the two-course Reading and Composition sequence required for transfer and for most AA degrees and CSM programs. While the two courses share SLOs and work requirements--and CSM English faculty should treat the two courses the same in terms of content and writing assignments--important differences need to be noted.

The two additional units for the 105 course are intended to provide instructors with the time to provide additional support for students who need it, especially with reading. Historically, students with low reading proficiency were placed in a separate three-unit reading course, which was eliminated in favor of a combined reading-writing intensive course. Rather than assigning more work than in the 100 course, instructors are encouraged to provide students with more time for more extended discussions of readings, work on graphic organizers, Cornell notes, vocabulary self-collection, and other strategies to improve reading comprehension.

In addition, faculty may use the extra time for more in-class work on writing assignments. One effective strategy is to use time in the computer classroom--or the synchronous Zoom space--for students to begin writing their essays, with faculty and an embedded student tutor, if available. Many instructors use the time for more frequent one-on-one reading or writing conferences.

Many faculty agree that an important use of the additional two units is to allow time for activities designed to build community among the students in order to provide them with meaningful connections with their classmates, positive associations with this course, an identifiable audience other than their instructor for their work, and the sense that they are not on their own when things get difficult.

Methods for English 100 and English 105

To meet the SLOs for both courses, instructors are encouraged to design a course that, in their own view, will most engage students in academic discourse at the college level. While readings and course themes are largely at the instructor's discretion, the following standards of learning and suggested methods for moving students toward the attainment of the SLOs shall guide instructors in designing a course in line with current pedagogical practice and department practice.

1. Write thoughtful, coherent, and purposeful essays that respond critically to their own experience and diverse texts.
 - Write 4 to 6 text-based essays, for a minimum total of 5,000 words of finished prose. The emphasis should be on process-based, out-of-class writing rather than timed, in-class writing and on academic, inquiry-based assignments rather than personal or merely descriptive narrative, though instructors may include some narrative and personal assignments. Students should not be assigned formulaic writing, such as the five-paragraph essay.
 - Write papers intentionally organized based on subject, audience, and purpose: students should be made aware of how audience expectations, genre, context, and other conventions can shape content and organization. Course readings may provide models of organization.
 - Understand that a thesis statement (or an implied central idea) is a direct answer to a central question at issue, usually articulated in the prompt for the assignment.
 - Write text-based essays that require students to develop their own ideas in response to the ideas of others from course readings and other sources.
 - Learn to correctly and fluidly integrate quotation, paraphrase, summary, and other evidence, such as statistics, graphs, images, etc.
 - Paragraphing effectively as appropriate for various genres, purposes, and situations. For academic writing, this might include strategies for paragraph unity, coherence, and development, such as P.I.E., T.E.A., or P.E.A.S.
 - Using course readings as models, exercises, and templates, practice various methods of integrating personal and textual evidence into their own writing.

1. Develop clear, fluent, and focused sentences that are both appropriate for the student's intended audience and purpose and that also value the student's own voice.
 - Write fluent and focused sentences by using strategies such as coordinating and subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers, and parallel structure
 - Proofread effectively: students should be taught editing strategies focusing on their individual needs. For example, rather than having a whole class focus on subject-verb agreement, students who are having difficulty in this area should be given individual assistance.
 - Develop individual voice with awareness of what will be effective for particular audiences and in different situations.
 - Develop an awareness of the logic of how non-standard dialects or second-language interference have often been stigmatized and that these issues should not be understood as signs of deficient thinking or

laziness in editing as sentence-writing skills are also a matter of audience and context rather than a single, universal standard correctness. In fact, these dialects can be deliberately incorporated into academic discourse with a distinct rhetorical purpose.

- Use course readings to show the value of sentence fluency to see how writers use coordination, subordination, and transitional phrases to join ideas as well as how established writers use devices such as appositives, verbal phrases, and parallel structure to embed ideas and vary sentence length.
- Develop sentence fluency through activities such as sentence combining and direct instruction in using devices.

1. Comprehend and evaluate diverse readings composed with various purposes and content, including expository and narrative non-fiction and, optionally, fiction.

- Read a selection of expository texts and at least two book-length works, only one of which may be fiction, by a range of authors that reflects or speaks to the interests of our diverse student population
- Identify the central argument and main points in assigned readings, distinguishing between main and supporting points.
- Distinguish between facts and opinions in assigned readings.
- Develop a schema for written texts by modeling strategies such as pre-reading, previewing, and coding; help students see how genre, audience, and purpose affect reading
- Make connections and contrasts between texts.
- Develop proficiency in acquiring new vocabulary, using self-collection and encouraging students to identify difficult words and define them in context.
- Distinguish between an author's own arguments and their presentation of counterarguments and the concession or refutation of those counterarguments.
- Model dialogue with course readings through methods such as double-entry journals and annotation.
- Practice prereading strategies to assess the difficulty of a text before reading, including identifying difficult concepts, vocabulary, cultural assumptions as well as to activate students' background knowledge, such as KWL+, Preview/Preread/Code, freewriting, text scanning, document maps, expectation journals.
- Develop metacognitive strategies for building and revising their own schema through reading
- Establish their own goals for reading the material.

1. Employ a methodical writing process that includes prewriting, drafting, revision, and self-assessment.

- Understand clear questions at issue from an emphasis on the analysis of instructors' clear and focused course writing assignments.
- Develop independent responses through prereading and discussions where students share their ideas on a given topic before reading/writing about the ideas of others.
- Learn to value their own voices using methods such as classroom debates, collaborative group work, think/pair/share, and other shared writing/reading tasks focused on developing independent responses.
- Employ prewriting activities, such as freewriting, mind-mapping, and listing in which writers "think on the page," making connections between others' ideas and their own, comparing and contrasting, or exploring other patterns of thinking as they analyze reading and prepare to respond.
- Avoid outlining until a tentative thesis is articulated and show how the introduction, central points, organization, tone, and conclusion result from choices the writer makes in gaining the understanding and assent of the audience for this idea.
- Use outlining, especially sentence-outlining, to help design more complex organizational strategies and develop to more fully develop their theses.
- Seek an audience through structured peer exchange of outlines and drafts and conferences in the Writing Center.
- Allow for ample time for revision.
- Employ proofreading methods and collaborative editing through activities such as peer review.
- Participate in dialogue-based feedback by having students identify their own strengths, questions, and concerns before the instructor comments on rough or final drafts.
- Write reflectively following the completion of each major essay and/or introduce a portfolio of work with a "growth memo" at the end of the term.

5. Effectively locate, evaluate, and fluidly integrate relevant sources, using appropriate research tools and strategies and documenting according to MLA or APA guidelines as appropriate.

- Differentiate among the variety of search tools and choose appropriate search tools to find books, articles, and websites.
- Understand the difference between an intentional search vs. one that relies exclusively on an algorithm
- Evaluate the relevance, quality, authoritativeness, and credibility of sources, including books, journals, and websites.

- Access and use information ethically and legally, including applying the correct documentation style (M.L.A. is favored by most English faculty).
- Effectively use, in one or more essays, a combination of academic, professional, and/or primary sources of both a quality and a quantity appropriate for academic research.
- Learn strategies for locating and evaluating sources using library resources (databases, search tools, reference librarians, library guides, MLA and APA style guides).
- Master strategies and methods for distinguishing between information, misinformation, and disinformation.
- Differentiate between fact and opinion as well as evidence and illustration.
- Use course readings as models, exercises, and templates to teach students various methods of integrating personal and textual evidence into their own writing.

TBA Hours Content:

ENGL 105 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 the Writing Center (18-104) and to log in and out of the attendance tracking system every time they work on one of the activities. Activities include orientations, one-on-one 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:

- Lecture
- Activity
- Critique
- Directed Study
- Discussion
- Guest Speakers
- Individualized Instruction
- Observation and Demonstration
- Service Learning
- Other (Specify):
 - Building community in the classroom: create a sense of community in the classroom to promote student investment in the course and to build students' confidence. Also, collaborate with counselors to help students access available appropriate services - EOPS, DSPS, financial aid, psychological services, Associated Students.
 - Creating collaborative, student-centered classrooms: facilitate small group work on sentence building strategies, reading comprehension and responses, pre-writing activities, and critical response to writing in progress
 - Inductive rather than prescriptive teaching when appropriate: encourage and help students to reach their own conclusions and to make decisions about their writing rather than direct them explicitly
 - Schema building: introduce students to essay topics/issues through class discussion, journals, and/or free-writing in order to activate and build upon their prior knowledge
 - Focused reading: assigned reading questions, reading journals, annotation strategies, pre-reading and prediction strategies, metacognitive awareness activities
 - Structured whole-class discussion: help students understand assigned course material and build critical thinking strategies through instructor-guided discussion of course readings and writing assignments.
 - Scaffolding of writing assignments: help students break down the writing process and individual assignments into distinct manageable steps, each of which builds on the ones before it
 - Modeling: use models of student and professional writing to introduce, teach and reinforce effective writing strategies
 - Sentence-level instruction: teach sentence skills, including the rules of grammar and usage, in the context of students' writing, while reinforcing these skills with in-class exercises and homework assignments
 - Individual instruction: one-on-one student-teacher conferences
 - Peer review workshops: students share and critique each other's writing
 - Lecture: provide relevant or necessary background information for writing assignments; explain reading strategies and principles of clear, effective writing

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 to synthesize readings.

Reading Assignments:

Read a selection of expository texts and at least two book-length works, only one of which may be fiction.

To be Arranged Assignments:

Assignments--which must be completed in the Writing Center--include orientations, one-on-one 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:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Papers
- G. Portfolios
- H. Projects
- I. Quizzes
- J. Research Projects
- K. Written examination
- L. ****ESSAY SHOULD CONSTITUTE AT LEAST 75% OF THE FINAL COURSE GRADE.**

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Graff, Gerald, Birkenstein, Cathy. *They Say, I Say*, Five ed. New York: Norton, 2021

Other:

- A. Alexander, Michelle, *The New Jim Crow*
- Bacca, Santiago Jimmy, *A Place to Stand*
- Barondes, Samuel, *Making Sense of People*
- Beah, Ishmael, *Long Way Gone*
- Blumenfield, Warren, *Homophobia: How We All Pay the Price*
- Butler, Paul, *Chokehold*
- Butler, Paul, *Let's Get Free*
- Chua Amy, *Battle Hymn of the Tiger Mother*
- Cleve, Chris, *Little Bee*
- Coates, Ta-Nehisi, *Between the World and Me*
- Eberhardt, Jennifer, *Biased*
- Ehrenreich, Barbara, *Nickel And Dimed*
- Estabrook, Barry, *Tomatoland*
- Frankl, Victor, *Man's Search for Meaning*
- Gladwell, Malcolm, *Blink*
- Hari, Doud, *The Translator*
- Hessel, Stephane, *Time For Outrage*
- Hindes, Steve, *Think For Yourself!*
- Hobbs, Jeff, *The Short and Tragic Life of Rob Peace*
- Ishiguro, Kazuo, *Never Let Me Go*
- Khan-Cullors, Patrisse, *When They Call You a Terrorist*
- Kidder, Tracy, *Mountains Beyond Mountains*
- Kidder, Tracy, *Strength in What Remains*
- Krakauer, Jon, *Into the Wild*
- Moore, Alan, *V for Vendetta*
- Mowat, Farley, *Never Cry Wolf*
- Orange, Tommy, *There, There*
- Prejean, Helen, *Dead Man Walking*
- Putnam, Robert, *Our Kids*
- Rodriguez, Richard, *Hunger for Memory*
- Rose, Mike, *Why School?*
- Sandel, Michael J., *Justice: What's the Right Thing to Do?*
- Saslow, Eli, *Rising Out of Hatred*
- Sered, Danielle, *Until We Reckon*
- Shelley, Mary, *Frankenstein*
- Staples, Brent, *Parallel Time*
- Steele, Claude, *Whistling Vivaldi*
- Stephenson, Wen, *What We're Fighting for Now is Each Other*
- Stevenson, Brian, *Just Mercy*

Theoharis, Jean, A More Beautiful and Terrible History
Trillin, Calvin, About Alice
Twenge, Jean, Generation Me
Vincent, Norah, Self-Made Man
Vitale, Alex S, The End of Policing

- B. Students read exemplary works of non-fiction although some fiction and poetry may be included. However, they must read and write about at least two book-length works, only one of which can be fiction. Professional writing may be from a variety of sources, including essays, newspapers, books, magazines, and textbooks.

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Course Originator: Daniel Keller