ENGL 100 Course Outline

3 Unit(s)
3 Hour(s) Lecture

ENGL 100 Elements of Writing
Develops skills in writing a variety of academic and professional documents, including personal narratives, analytical essays, reports, and persuasive prose; students read and discuss prose models, complete timed writings, and prepare portfolios of written work. Students write, revise, and edit a minimum of 6,000 words. May be offered in a Distance-Learning Format.

Requisites PREREQUISITE(S):

- ENGL 255 or
- ESL 204B

CO-REQUISITE(S):

- ENGL 100L or
- ENGL 115

Recommended Preparation

- Eligibility for ENGL 100 and READ 100

Core Cabrillo Competencies

- Communication - reading, writing, listening, speaking and/or conversing

  Critical Thinking and Information Competency - analysis, computation, research, problem solving

  Global Awareness - an appreciation of scientific processes, global systems and civics, and artistic variety

  Personal Responsibility and Professional Development - self-management and self-awareness, social and physical wellness, workplace skills
Learning Outcomes
1. Write essays demonstrating sustained clarity of intention, awareness of audience, and various writing techniques.

2. Articulate responses to readings in various genres.

Objectives
1. Students entering English 100 have an underlying grasp of English syntax; however, they often still exhibit patterns of error in their writing, including misspelling, run-on and fragmented sentences, subject/verb and pronoun/antecedent agreement, and modifier misplacement. Their writing may show limited topic development and paragraph coherence, awkward transitions between ideas, and/or unawareness of audience.

Therefore, successful English 100 students will be able to:

2. Sustain focus on a topic.

3. Apply strategies to develop an essay, using a variety of narrative, expository, and analytical techniques.

4. Unify paragraphs and make clear transitions between them.

5. Devise effective introductions and conclusions.

6. Vary sentence length and establish connections among ideas, including the use of coordination and subordination.

7. Write essays free of most distracting errors in syntax and mechanics.

8. Recognize the importance in their writing of voice, tone, and careful diction in addressing an audience.

9. Demonstrate awareness in their reading of tone, implication, inference, and irony, and distinguish fact from opinion.

10. Read actively by annotating, paraphrasing, and summarizing; analyze and evaluate the ideas of other writers.

11. Examine texts carefully to identify main points and the writer's point of view; observe the connections between individual parts and the whole.

12. Develop well-organized responses to readings and answers to questions in essay exams, drawing reasonable conclusions and using specific evidence to support main points.
13. Complete portfolios of out-of-class and timed writings that demonstrate they have met the English 100 course objectives.

Content

1. THE WRITING PROCESS: planning, drafting, revising, and editing essays and other documents.

2. FOCUS:
   a) generalizing from details, choosing and limiting a topic
   b) phrasing a thesis and using it as a principle of organization

3. DEVELOPMENT OF IDEAS:
   a) examples and details that classify, analyze, compare and contrast, define, and identify causes and effects
   b) narration, description, exposition, analysis, and other techniques

4. PARAGRAPHING: unified paragraphs, topic sentences, related support and examples

5. ORGANIZATION: logical paragraph order, transitional words and sentences, repetition, rephrasing of key words and terms, etc.

6. INTRODUCTIONS AND CONCLUSIONS:
   a) framing an essay with effective introductions and conclusions
   b) engaging the reader’s attention with anecdotes, questions, descriptions, definitions, quotations, etc.

7. VOICE, TONE, DICTION, AND STYLE:
   a) appropriate tone for topic and audience
   b) figurative language, idioms, and irony
   c) avoiding jargon, slang, euphemisms, clichés, and wordiness

8. SENTENCE STRUCTURE AND MECHANICS:
   a) coordination and subordination
   b) sentence complexity and variety
   c) sentence fragments and run-on sentences
   d) punctuation errors

9. GRAMMAR AND USAGE: recognizing patterns such as
   a) lack of agreement between subject and verb or between pronoun and antecedent
   b) unclear pronoun reference
   c) dangling and misplaced modifiers
   d) lack of parallelism
e) spelling and incorrect use of capitals, etc.

10. CRITICAL READING:
a) recognizing individual parts of a text and the whole
b) explicit versus implicit main points
c) author's tone, implication, inference, and irony
d) annotation, paraphrase, and summary.

13. ESSAY EXAMS: developing well-organized responses to readings and other questions in timed writings.

Assignments Out-of-class Assignments
Out-of-class assignments

WRITING:
personal narrative
dialog
interview
autobiography and biography
journals
description
summary and paraphrase
critical review
critique analysis
comparison/contrast
explanation/definition
cause/effect argument
persuasion
business letters
business and technical reports

READING:
student essays
current non-fiction from print and online magazines and journals
short stories, novels, poetry, drama
Internet websites

In-class Assignments

WRITING:
note-taking
timed essays
peer editing
summary
responses to reading
READING:
student essays
short fiction and non-fiction
newspaper and magazine articles
advertisements
Internet websites

Students are expected to spend 3.00 hours in class and 6.00 hours outside of class.

Evaluation Substantial writing requirements are appropriate for this course.

Grading Letter Grade or P/NP

Repeatability May be taken 3 times.


History Approved: 10/21/2005, Renee Kilmer