

# ENGL 101E: READING AND COMPOSITION, ENHANCED

## Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2024
Credits:	5
Total Contact Hours:	90
Lecture Hours :	90
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	180
Total Student Learning Hours:	270
Prerequisite:	Direct placement based on multiple measures or completion of both ESL 005A AND ESL 005B with min. grade of C.
District General Education:	A1. English Composition
Transferable to CSU:	Yes
Transferable to UC:	Yes - Approved
Grading Method:	Standard Letter

## Catalog Course Description

A college-level composition course emphasizing exposition, analysis, argument, and research techniques. Extensive writing practice based upon reading selections of culturally diverse fiction and non-fiction. 90 lecture hours.

## Course Objectives

- Write a multiple-paragraph deductive essay in response to a reading with the following components at a minimum level: logic, focus, organization, unity, coherence, and college-level sentence variety.
- Write in an academic tone with a sense of audience.
- Write a minimum of 8,000 words in papers and other writing assignments.
- Annotate, analyze and evaluate reading selections of fiction and non fiction prose through the application of metacognitive reading strategies.
- Apply proofreading strategies for clarity and coherence.
- Compose correctly structured simple, compound, and complex sentences.
- Write a research paper demonstrating knowledge of source evaluation, research methods, and documentation.
- Demonstrate awareness of writing as a process by applying writing strategies for different purposes.

## Major Course Content

1. Instruction in Effective Essay Writing, including Exposition, Analysis, and Argument.
  - a. A minimum of three 1000-word analytical essays.
    - i. Formulating an original, argumentative thesis.
    - ii. Developing an outline that meets departmental standards.
    - iii. Composing a draft.

- iv. Revising to improve sentence variety, development, coherence, and unity.
  - v. Editing to correct errors in grammar and usage and citation.
  - vi. Writing the final draft.
- b. One 2000 to 3500-word essay following MLA method of documentation, with secondary sources and a formal outline.
    - i. Attributes of the Outline:
      1. One topic outline and one full sentence outline in accordance with departmental standards are required.
    - ii. Research techniques should include the following:
      1. Method for locating credible secondary sources from print and online sources.
      2. Procedure for annotating and evaluating the authenticity and relevancy of secondary sources.
      3. Systematic method for accurately recording research for primary sources, secondary sources, and student analysis.
      4. Technique for paraphrasing secondary sources.
      5. Technique for integrating secondary sources into the essay.
      6. MLA documentation.
      7. Submission to Turnitin.com.
    - iii. Attributes of the research paper:
      1. The paper must assert an original, argumentative thesis.
      2. The minimum length of the paper should be between six complete pages (2,000 words) and a maximum of ten pages (3,500 words), not including the works cited page.
      3. A minimum of five and a maximum of eight secondary sources should be integrated into the paper.
      4. An effective use of direct quotations should be evident in the essay.
      5. A mixture of direct quotations and paraphrases of secondary sources should be integrated into the essay.
      6. Apply MLA documentation guidelines.
    - iv. Instruction in Reading for Critical and Analytical Responses.
      1. A variety of narrative fiction (short stories and/or a novel) and non fiction works (essays and/or a book-length text), which lend themselves to critical analysis.
    - v. Student Success Skills:
      1. Acknowledging the complexities of academic reading and writing tasks and foster growth mindset in response to these challenges
      2. Acknowledging and understanding academic policies and procedures to promote student responsibility
      3. Preparing for the rigor of academic texts
      4. Recognizing the value of and utilize student support services
        - a. Library and Learning Center
        - b. Teacher office hours
        - c. Disabled students programs and services
        - d. Counselors
        - e. Computer labs
        - f. Online learning platforms
        - g. Embedded tutors
      5. Adopting behavioral strategies for student success in a college-level course

- a. Developing peer support networks
- b. Participating in peer study groups and/or mentoring
- c. Recognizing the need for collaboration to accomplish challenging college-level tasks
- d. Managing time wisely to complete homework
- e. Understanding the importance of attendance for academic success
- 6. Develop metacognition about academic challenges
  - a. Engaging with faculty to determine success strategies
  - b. Responding to interventions appropriately
  - c. Developing awareness of the learning process to promote self-intervention

## **Suggested Reading Other Than Required Textbook**

Critical essays.

## **Examples of Required Writing Assignments**

Students complete a 2,000 to 3,500-word essay following MLA method of documentation, with secondary sources and a formal outline. The paper must assert an original, argumentative thesis.

## **Examples of Outside Assignments**

Read and analyze critical secondary source materials.

## **Instruction Type(s)**

Lecture, Online Education Lecture

## **IGETC Area 1: English Communication**

1A. English Composition