



One College Drive, Blythe CA 92225
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Course Control Number: CCC000598487		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	12/13/2018	01/22/2019
Correspondence Ed.	12/13/2018	01/22/2019
Distance Ed.	12/13/2018	01/22/2019

Course Information

COURSE OUTLINE OF RECORD

Course Initiator: Teh-Min Brown				
CB01 - Subject and Course #: ENG 100				
CB02 - Course Title: Reading and Composition with Supplemental Support				
New Course: <input checked="" type="checkbox"/>		Non-Substantial: <input type="checkbox"/>		Substantial: <input type="checkbox"/>
Articulation Request:	<input checked="" type="checkbox"/> UC	<input checked="" type="checkbox"/> CSU	<input checked="" type="checkbox"/> CSU-GE	<input checked="" type="checkbox"/> IGETC
Lecture Hours: 72	Laboratory Hours: 0		Clinical/Field Hours: 0	
CB06/CB07: Course Units: 4				
Prerequisites: Completion of ENG 99 Basic Composition or placement in ENG 100 based on AB 705 mandates				
Co-requisites:				
Advisories: Overall high school GPA of 2.6 or below, or other appropriate measures				
CB03 - TOP Code:	1501.00 - English			
CB04 - Credit Status:	D - Credit - Degree Applicable			
CB05 - Transfer Status:	A - Transferable to both UC and CSU			
CB08 - Basic Skills Status:	N - Course is not a basic skills course			
CB09 - SAM Priority Code:	E - Non-Occupational			
CB10 - Cooperative Work:	N - Is not part of Cooperative Work Experience Education Program			
CB11 - Course Classification:	Y - Credit Course			
CB13 - Approved Special:	N - Course is not a special class			
CB21 - Prior Transfer Level:	Y - Not Applicable			
CB22 - Noncredit Category:	Y - Credit Course, Not Applicable			
CB23 - Funding Agency:	Y - Not Applicable			
CB24- Program Status:	1 - Program Applicable			
Transfer Request:	A= UC and CSU			

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

☒ Face-to-Face – Section B

☒ Correspondence Education – Section C

☒ Distance Education – Section D

JUSTIFICATION OF NEED:

ENG 100 is general education requirement for all of the College's associate degrees and for many of its certificate programs. ENG 100 is designed for students whose academic preparation, based on high school transcripts evidencing an overall GPA of 2.6 or below, as well as the application of other appropriate measures, indicates they will benefit from additional instructional support. In contrast with ENG 101, ENG 100 has an additional hour per week of supplemental support to comply with AB 705.

CATALOG DESCRIPTION:

English 100 is a transferable, freshman-level course, with supplemental instruction, designed to prepare students for the demands of reading and writing at the four-year college or university level. The course content includes the wide range of writing and reading strategies that students may be expected to encounter in their education and in the world at large, with specific focus on the principles, methods and applications of expository and argumentative writing. Moreover, the recognition of basic rhetorical strategies, the development of critical thinking skills, and an instruction in beginning research methodology are fundamental to the goals of this course as a whole. There is a minimum writing requirement of six thousand (6,000) words, in which particular assignments are to illustrate the spectrum of rhetorical modes and writing genres. The student's development of a research paper of five to seven pages in length, organized in the appropriate format and displaying a basic knowledge of methods of scholarly documentation, will be a central part of the curriculum.

COURSE OBJECTIVES:

1. Employ basic methods of successfully reading and interpreting sophisticated texts for their meanings, rhetorical strategies, factual content, and context.
2. Recognize and employ advanced rhetorical strategies, with specific attention to distinguishing rhetoric from reason and its accompanying evidentiary proofs.
3. Advance in understanding the critical thinking strategies associated with successful writing and reading.
4. Actively participate in the useful criticism of college essays, student writing, and other texts.
5. Examine basic critical approaches to literary interpretation and analysis, and relate the analysis of literature to the analysis of other texts.
6. Invent, develop, research, draft, rewrite and finish a college-level research paper.
7. Read, discuss, and meaningfully interpret college-level written materials.
8. Analyze and explain the fundamental principles of expository, argumentative and analytic writing.
9. Incorporate critical thinking methodologies in written essays belonging to a range of genres.
10. Identify, and critique, the rhetorical methodologies common to written discourse.
11. Formulate and defend a written thesis.
12. Employ critical approaches in the reading, appreciation and enjoyment of literary texts.
13. Engage in a broad range of college-level writing practices, including, but not limited to, essay organization, sentence mechanics, and grammatical structures.

STUDENT LEARNING OUTCOMES:

1. Demonstrate the use of the proper methods for conceptualizing, researching, drafting and finishing a college-level essay.
2. Demonstrate critical reading and writing, and thinking skills through analysis, synthesis, and evaluation of important ideas.
3. Demonstrate a college-level mastery of sentence mechanics, grammatical structures, and essay organization.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

- a. Situations and Strategies for Successful Writing.
- b. Experimenting, Planning and Drafting, Revising, Editing
- c. Expression
- d. Reflection
- e. Narration
- f. Description
- g. Classification
- h. Analysis
- i. Direction and Persuasion

- j. Argumentation
- k. Synthesis
- l. Research Methods
- m. Critical Approaches to Literature

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

Not applicable.

3. Examples of reading assignments:

Reading Assignments: a) college-level essays, poetry and stories; b) discussions of the theory and practice of written discourse; c) exercises, as needed, in sentence structure, basic grammar, and writing mechanics; d) one book-length work of fiction; e) supplementary material.

4. Examples of writing assignments:

Writing Assignments: a) a minimum of six essays between 750 and 1500 words in length; b) written exams; c) a research paper of approximately 2,500 words; d) supplemental writing as judged appropriate by the instructor

5. Appropriate assignments to be completed outside of class:

Appropriate Supplementary Assignments: readings may include a useful selection of film, television, popular culture, esthetic, philosophical, historical and scientific works. Where judged appropriate, supplemental assignments may include required work in a writing laboratory or tutorial center.

6. Appropriate assignments that demonstrate critical thinking:

Students will employ the critical thinking skills associated with reading, independent thought, and writing, including—but by no means limited to—process analysis, argumentation, classification, causal analysis, and the presentation of evidence.

Students will complete written assignments that rest upon a) analysis of readings, b) meaningful in-class discussion, c) properly assessing various critical, intellectual, political and moral positions, d) an ability to provide written evaluations of expository and argumentative essays, e) literary criticism and analysis.

Because college-level critical thinking, together with college-level writing, depend equally upon an acquaintance with scholarly methodologies, assignments both inside and outside the classroom will acquaint students with the basic tools of research and documentation in the contemporary era.

7. Other assignments (if applicable):

Students may be assigned additional course work in any of the following areas:

- a. Use context clues, word analysis, or a dictionary to determine word meaning.
- b. Recognize connotation of words and figures of speech.
- c. Identify main idea and supporting evidence.
- d. Write paraphrases, summaries, and responses to course readings.
- e. Differentiate fact from opinion.
- f. Identify and analyze structure of arguments and supporting evidence.
- g. Make connections between texts and previous knowledge.

- h. Predict outcomes, make inferences, and draw conclusions.
 - i. Identify the author's bias, purpose, style, and point of view.
 - j. Read text closely and annotate it to aid comprehension and to mine it for quoting, paraphrasing, or summarizing as support for argument in one's writing
 - k. Use technology-based instruction in grammar and mechanics.
 - l. Develop information literacy skills as they apply to college-level academic research.
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☐ Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction.

As with the other requirements of English 100, pedagogical methodologies are to be left to the discretion of the individual instructor. However, appropriate instruction would include the assignment of extensive readings, the delivery of lectures (some by outside experts) on particular aspects of the course's materials, the encouragement of class discussion where possible and practicable, the requirement of several essays of varying lengths, the development of a term paper project emphasizing meaningful research in the field of literature and literary studies, and a full preparation for essay examinations.

2. Describe the methods of evaluating student performance.

Instructor's grading of short essays, essay examinations, and the term paper project.

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

Not applicable

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

☐ Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction

between instructor and student.

1. Describe the methods of instruction.

Assignments will be provided to students with full explanation in the form of textbook readings, background readings, instructor directions, or all three.

2. Describe the methods of evaluating student performance.

Instructor's grading of short essays, essay examinations, and the term paper project.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

At the discretion of the instructor, the procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

Not applicable

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Students should have access to a computer with a word processing program. Internet access is desirable but not required.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

☐ Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

Online education: Instructional materials, including readings, assignments, background materials, tests and quizzes are posted to Palo Verde College's Bridge website for review by students. Instructors may also conduct discussion sessions with students via the Internet.

Hybrid: Combines online instruction with face-to-face instruction and may consist of a combination of Internet-based instruction and face-to-face instruction in a traditional classroom

ITV: Instruction is conducted synchronously on closed-circuit television, typically on the Blythe main campus and the Needles Center.

2. Describe the methods of evaluating student performance.

Instructor's grading of short essays, essay examinations, and the term paper project.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Online education: Regular, effective contact shall include exams; quizzes; essays; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

Hybrid: Contact is maintained via online modes and through face-to-face contact in the form of study and discussion sessions between instructor and students at the same place at the same time.

ITV: Contact is maintained through discussions between students and instructor via ITV, as well as email, letters, notes, phone calls, and other communication methods.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

At the discretion of the instructor, the procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

Not applicable

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Access to emails and the Internet by students is a requirement of this course when offered online or an online-face to face hybrid mode. The instructor shall identify for students in the course syllabus the minimum equipment required of students to be adequately prepared to take the course in these modes.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

The selection of texts is to be left to the professional competence of the instructor, provide that these selections include the following considerations: a) materials should be appropriate to the needs of college students, b) readings should include at least one reference work devoted to rhetoric and one work covering the theory, example and practice of writing, c) readings must include one short novel, to be chosen by the division faculty.

Exemplary Texts:

As a rhetoric:

Graff, They Say/I Say: The Moves That Matter in Academic Writing-with Readings, 2018

As a reader:

Graff, They Say/I Say: The Moves That Matter in Academic Writing-with Readings, 2018
Strunk and White, The Elements of Style, current edition

As a novel:

Butler, Parable of the Sower

Pynchon, The Crying of Lot 49

Marquez, One Hundred Years of Solitude

Dostoyevsky, Notes From Underground

Morrison, Sula

Momaday, House Made of Dawn

In selecting texts, while “readability” is a consideration, of more importance is the complexity and breadth of the ideas presented. The value of the content and the quality of the presentation should always be given greater weight than readability alone.

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____