

# ENG 001X: ENGLISH COMPOSITION WITH CO-CURRICULAR SUPPORT

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**Originator**

rsagara

**Justification / Rationale**

Updated effective term to reflect the completion of articulation. rb

**Effective Term**

Fall 2024

**Credit Status**

Credit - Degree Applicable

**Subject**

ENG - English

**Course Number**

001X

**Full Course Title**

English Composition with Co-Curricular Support

**Short Title**

ENGLISH COMPOSITION PLUS

**Discipline****Disciplines List**

English

**Modality**

Face-to-Face

**Catalog Description**

This course focuses on the elements of academic writing, including genre, audience, purpose, and argumentation. Students learn critical thinking, textual analysis, and research techniques, as they apply to the writing process, and they will compose essays using proper documentation, following MLA and/or APA rules. This course also includes a laboratory component during which students will work on reading and writing assignments and will practice academic literacy skills that are directly linked to essay and other assignments.

Note: All students now can enroll in this transfer-level course without completing posted prerequisites. Please refer to AB 705 (under How do I enroll in courses at COD?) or see a Counselor.

**Schedule Description**

This course focuses on the elements of academic writing, including genre, audience, purpose, and argumentation. It also includes lab hours during which students will work on course assignments and topics. Prerequisite: ENG 061 or ESL 071

**Lecture Units**

4

**Lecture Semester Hours**

72

**Lab Units**

1

**Lab Semester Hours**

54

**In-class Hours**

126

**Out-of-class Hours**

144

**Total Course Units**

5

**Total Semester Hours**

270

**Prerequisite Course(s)**

ENG 061 or ESL 071

**Required Text and Other Instructional Materials****Resource Type**

Book

**Open Educational Resource**

No

**Formatting Style**

MLA

**Author**

Hacker, Diana, and Nancy Sommers

**Title**

Rules for Writers

**Edition**

9th

**City**

Boston

**Publisher**

Bedford

**Year**

2020

**College Level**

Yes

**Flesch-Kincaid Level**

college

**ISBN #**

9781319367817

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**Resource Type**

Book

**Open Educational Resource**

No

**Formatting Style**

MLA

**Author**

Axelrod, Rise B., and Charles R. Cooper

**Title**

The Concise St. Martin's Guide to Writing

**Edition**

9th

**City**

Boston

**Publisher**

Bedford

**Year**

2020

**College Level**

Yes

**Flesch-Kincaid Level**

college

**ISBN #**

9781319245061

**Resource Type**

Book

**Open Educational Resource**

No

**Formatting Style**

MLA

**Author**

Barnet, Sylvan, et al

**Title**

Critical Thinking, Reading, and Writing: A Brief Guide to Argument

**Edition**

10th

**City**

Boston

**Publisher**

Bedford

**Year**

2020

**College Level**

Yes

**Flesch-Kincaid Level**

college

**ISBN #**9781319194512

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**Class Size Maximum**

24

**Entrance Skills**

Recognize the difference between concrete and abstract ideas in texts.

**Requisite Course Objectives**

ENG 061-Develop and support thesis statements.

ENG 061-Write essays that reflect critical thinking and clear expression, in a variety of rhetorical genres and for a variety of purposes.

ENG 061-Demonstrate, in writing, the integration of purpose, audience, and tone, to achieve particular rhetorical goals.

ENG 061-Demonstrate both literal and analytic/interpretive reading skills, and convey these skills in writing.

ESL 071-Demonstrate understanding of main idea, details, relationships, and patterns of organization.

ESL 071-Evaluate supporting evidence.

ESL 071-Demonstrate the ability to understand the difference between stated and implied concepts.

ESL 071-Integrate source material and demonstrate critical awareness in multi-page essays.

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**Entrance Skills**

Evaluate features of style, such as purpose, audience, and tone, in academic and professional writing.

**Requisite Course Objectives**

ENG 061-Write essays that reflect critical thinking and clear expression, in a variety of rhetorical genres and for a variety of purposes.

ENG 061-Demonstrate, in writing, the integration of purpose, audience, and tone, to achieve particular rhetorical goals.

ENG 061-Demonstrate both literal and analytic/interpretive reading skills, and convey these skills in writing.

ESL 071-Evaluate features of style such as purpose, audience, and tone.

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**Entrance Skills**

Demonstrate the ability to construct effective sentences and create arguments using supporting evidence and ideas.

**Requisite Course Objectives**

ENG 061-Write essays that reflect critical thinking and clear expression, in a variety of rhetorical genres and for a variety of purposes.

ENG 061-Demonstrate, in writing, the integration of purpose, audience, and tone, to achieve particular rhetorical goals.

ENG 061-Demonstrate both literal and analytic/interpretive reading skills, and convey these skills in writing.

ESL 071-Exhibit ability to use expanded vocabulary and practice using contextual cues and resources.

ESL 071-Evaluate supporting evidence.

ESL 071-Demonstrate the ability to understand the difference between stated and implied concepts.

ESL 071-Demonstrate an improved level of word analysis skills and vocabulary development.

ESL 071-Construct sentences that demonstrate variety and effective word choice, using college level diction.

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**Course Content**

- a. Pre-writing strategies
- b. Introduction and conclusion strategies
- c. Developing thesis statements
- d. Developing topic sentences
- e. Choosing relevant evidence to support ideas
- f. Transition techniques
- g. Revision strategies
- h. Editing strategies
- i. Reading-writing connections
- j. Use of reference material (e.g., dictionary, thesaurus, handbook, and library resources)
- k. Standard sentence structure and variety
- l. Thoughtful inquiry and discussion
- m. Research strategies
- n. MLA and/or APA documentation skills
- o. Information and digital literacy
- p. Summary and paraphrase skills

- q. In-class writing
- r. Synthesizing multiple sources
- s. Debate and argumentation strategies
- t. Audience awareness and rhetorical choices (e.g., purpose, audience, genre, and tone)
- u. Analysis of written and visual texts

### Lab Content

- a. Just-in-time remediation on grammar and punctuation
- b. Individual and group writing exercises
- c. Drafting and revising essays, with feedback and guidance from the instructor

### Course Objectives

	Objectives
Objective 1	Develop ideas coherently in writing through the drafting process.
Objective 2	Participate in the process of developing texts in collaborative and individual settings.
Objective 3	Write thesis statements, topic sentences, and ideas in an organized way in essays.
Objective 4	Write essays with arguable theses and evidence from different types of sources.
Objective 5	Read, analyze, and interpret varied texts (e.g., literary, digital, visual).
Objective 6	Recognize and integrate creative elements of style (e.g., metaphor, analogy, voice, tone).
Objective 7	Use a variety of rhetorical strategies to write essays.
Objective 8	Compose texts with complex sentence structure and appropriate diction.
Objective 9	Correctly use MLA and/or APA documentation.
Objective 10	Identify and evaluate appropriate research sources, and incorporate them into essays through quotations, summaries, and paraphrases.
Objective 11	Provide structured and instructor-guided feedback on classmates' academic writing through the peer review process, in a laboratory (as opposed to lecture) setting.
Objective 12	Revise academic writing during instructor-mediated laboratory class sessions, with a targeted focus on grammar, documentation, and rhetorical concepts.

### Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Demonstrate process-driven writing that includes drafting, revising, and editing strategies.
Outcome 2	Compose logical, well-developed essays that clearly articulate a thesis supported by textual evidence and that demonstrate an awareness of audience.
Outcome 3	Apply critical reading strategies to the analysis of college-level texts.
Outcome 4	Evaluate sources in the service of an argument while accurately documenting sources in MLA and/or APA style.
Outcome 5	Produce academic writing through group collaboration and instructor-mediated learning.

### Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Discussion	Students will engage in whole-class and group discussions about the writing process, essay elements, readings, and other pertinent topics.
Demonstration, Repetition/Practice	Students will demonstrate an understanding of the writing process and of essay elements.
Collaborative/Team	Students will work in groups on essay drafts, pre-writing assignments, and other writing-based assignments.
Technology-based instruction	Students will compose and edit their writing on computers, and they will use online library databases to conduct research.
Self-exploration	Students will reflect on their development as writers, readers, and thinkers.
Participation	Students will engage in class discussions and activities, and will complete individual and group assignments.

Lecture	Instructors will lecture on key writing concepts as a way to establish context for reading and writing assignments.
Journal	Students will keep class journals that record and reflect on their development as writers and readers.
Laboratory	Students will work on reading and writing assignments in collaborative and instructor-mediated environments.

**Methods of Evaluation**

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College Level Essays	Students will write between 4-6 essays, one or more of which may be in-class essays. (80% of essays written out of class; 20% of essays written in class)	In and Out of Class
Self-paced testing	Students will complete reading and writing assignments prior to their due dates, and they will be prepared to engage in in-class activities and discussions. (80% of student preparation of reading and writing assignments will take place out of class; 20% in class)	In and Out of Class
Student participation/contribution	Students will participate actively and appropriately in class discussions, exercises, and projects. (50% of student participation in discussions, exercises, and projects will take place out of class; 50% in class)	In and Out of Class
Mid-term and final evaluations	Students will complete midterm and/or final assessments on course concepts. These assessments may be short-answer responses, in-class essays, portfolios, and other writing-based assessments. (50% of midterm and final assessments will be completed out of class; 50% in class)	In and Out of Class
Presentations/student demonstration observations	Students will prepare and deliver presentations, individually and/or in groups, on relevant course concepts. (50% of presentations and student demonstrations will be prepared and delivered out of class; 50% in class)	In and Out of Class
Reading reports	Students will produce reading reports on assigned and other reading. These reports may be summaries, responses, and/or syntheses. (50% of "reading reports" will be completed out of class; 50% in class)	In and Out of Class
Term or research papers	Students will write at least one academic research paper that demonstrates an understanding of research, documentation, and synthesis. (80% of the work toward academic research papers will take place out of class; 20% in class)	In and Out of Class
Portfolios	Students will compile a portfolio of writing assignments, and then will produce a meta-commentary that reflects on their learning. (80% of work toward a writing portfolio will be completed out of class; 20% in class)	In and Out of Class
Guided/unguided journals	Students will maintain a journal that reflects on their learning throughout the class, and/or that includes structured notes (e.g., Cornell notes) on reading assignments. (80% of journal-writing will be completed out of class; 20% in class)	In and Out of Class

Critiques	Students will write critiques of their classmates' writing, following a guided protocol that encourages active reflection and dialogue. (20% of written critiques will be completed out of class; 80% in class)	In and Out of Class
Written homework	Students will regularly complete homework assignments, which may include reading, formal and informal writing, and grammar and research documentation exercises. (100% of homework assignments will be completed out of class, by definition)	Out of Class Only

## Assignments

### Other In-class Assignments

Participate in peer revision, and complete editing assignments.

### Other Out-of-class Assignments

Read and respond to assigned readings, including at least one book-length work of fiction or nonfiction (not including any textbook).  
Produce 4-6 essays, for a total of 6,000 words, including essays that incorporate and synthesize research.

### Grade Methods

Letter Grade Only

## Comparable Transfer Course Information

### University System

CSU

### Campus

CSU San Bernardino

### Course Number

ENG 1070A

### Course Title

First-Year Composition

### Catalog Year

2021-2022

### Rationale

CSUSB's course aligns with this course in both content and scope.

### COD GE

C4.A - Language and Rationality - English Composition

## MIS Course Data

### CIP Code

23.0101 - English Language and Literature, General.

### TOP Code

150100 - English

### SAM Code

E - Non-Occupational

### Basic Skills Status

Not Basic Skills

**Prior College Level**

Not applicable

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Program Applicable

**Transfer Status**

Transferable to CSU only

**General Education Status**

A = Composition/Critical Thinking

**Support Course Status**

N = Course is not a support course

**C-ID**

ENGL 100

**Allow Audit**

Yes

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

**Files Uploaded****Attach relevant documents (example: Advisory Committee or Department Minutes)**

ENG 001X C4 GE\_COD 2022.docx

**Approvals****Curriculum Committee Approval Date**

11/17/2022

**Academic Senate Approval Date**

12/06/2022

**Board of Trustees Approval Date**

01/20/2023

**Chancellor's Office Approval Date**

01/26/2023

**Course Control Number**

CCC000631282