**Skyline College**

**Official Course Outline (template for core English courses)**

1.     **COURSE ID:** ENGL (enter course number)      **TITLE:** (enter title i.e. Composition)      **C-ID**

(For  finalized CD descriptors go to: <https://c-id.net/view_final.html>. Scroll way down to the bottom and find “finalized descriptors.” Not all English Course have CD-ID descriptors. Check especially for ENGL 110 and 105. Go by the title of the course).

**Units:** 3.0 units
**Hours/Semester:**  48.0-54.0 Lecture hours and 96.0-108.0 Homework hours

**Method of Grading:** Letter Grade Only

**Prerequisite:** (enter correct pre-reqs. Here is an example of the pre-reqs for English 100) WRITING PREREQUISITE: ENGL 846 or ESOL 400, with a minimum grade of C or eligibility for ENGL 100 on approved college placement tests and other measures as necessary.

2.     **COURSE DESIGNATION:**

**Transfer credit:** (See course catalog. Enter CSU; UC)
**AA/AS Degree Requirements:** (See course catalog)

GE:  A2 - Written Communication
CSU: A2 - Written Communication and A3 - Critical Thinking

IGETC: 1A Written Communication

3.     **COURSE DESCRIPTIONS:**

**Catalog Description:** (enter correct description. ENGL 100 below)

Course designed to help the student recognize and critically evaluate important ideas in short and book length texts, and express facts and thought logically and gracefully in clear and correct prose. Students will write critical expository essays dealing with a variety of ideas at a skill level appropriate to a college transfer level class. Transfer credit: UC; CSU (A2, 3).

4.     **STUDENT LEARNING OUTCOMES (SLOs):**

Upon successful completion of this course, students will be able to:

* 1. ESSAYS: Write focused, organized, well-developed, and text-based essays appropriate (adjust depending on level: basic skills level, developmental level, college transfer level or advanced composition level) using effective paragraphs, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.
	2. CRITICAL ANALYSIS: Demonstrate critical reading, writing, and thinking skills through analysis, synthesis, and evaluation of important ideas from a variety of college level texts.
	3. INFORMATION LITERACY:  Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools, and documentation using  MLA guidelines.

5.     **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

**Essays:** 1. Create text-based essays that increase in length over the semester which cumulatively add
 up to at least 8,000 words (32 pages). 20-30% of writing should be in-class essays (such as
 in-class quizzes, midterms and final essay exams).
 2. Implement various stages of the writing process such as brainstorming, freewriting, mind-
 mapping, outlining, drafting, and revising.
 3. Structure their essays by using the following skills:
            a) establishing a clear and unified claim or thesis;
    b) organizing coherent paragraphs which support and develop ideas;
    c) selecting relevant examples, details, and other evidence from texts to support claims;
   d) creating  varied, complex and clear sentences
 **Critical analysis:** 1. Analyze, interpret, and evaluate a range of college level texts, two of which must be book
 length.
 2. Identify and analyze structure of arguments and effective use of supporting evidence and
 sound logic.
 3. Differentiate fact from opinion and detect bias **Information Literacy** 1. Conduct research, (for English 100/105: in conjunction with the librarian-facilitated
 information literacy workshops), which illuminates a given text and which effectively uses
 and cites quotations and paraphrases.
 2. Evaluate the relevance, quality, authoritativeness and credibility of sources, including books,
 journals, and websites
 3. Practice academic integrity and avoid plagiarism.

6.     **COURSE CONTENT:**

**Lecture Content:**

* 1. Critical reading and critical thinking:
		1. Conduct analytical student-centered discussion of readings to enhance a more comprehensive, critical examination of a given issue.
		2. Read texts which reflect cultural, gender, and ideological diversities.
		3. Distinguish between fact vs. opinion and varying assumptions presented.
		4. Identify main idea, and point of view, and evaluate the veracity of examples.
	2. Critical writing:
	     1.  Use effective prewriting strategies: freewriting, brainstorming,
	           mind-mapping, outlining, etc.

     2.  Create argumentative/analytical thesis statements.

     3.  Create organized structured essays, including utilizing a variety of
          transitions, introduction and conclusion styles.

     4.  Develop coherent paragraphs with strong topic sentences, evidence and
          analysis (e.g. PIE paragraph structure).
     5. Craft grammatically correct and syntactically sound sentences.

3.     Editing and revision techniques and practices:

* + 1. Conduct peer review and workshops of written work.
		2. Complete self-evaluation of written work.
		3. Rewrite, polish essays to final draft.
		4. Research Paper
1. Write paper utilizing research.
2. Use a variety of relevant and credible sources.
3. Analyze, synthesize and integrate sources in support of the writer’s own point of view into a unified argument.
4. Use of established academic documentation style MLA.

7.     **REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include: (Note: In CurricuNET, these are checkboxes)

A. Lecture

B. Lab

C. Essay Writing

D. Research

D. Discussion

E. Field Trips

F. Observation and Demonstration

8.     **REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following: (NOTE: The CC handbook wants the assignments to be presented like the sample below. This sample would be for an ENGL 100 class):

Essays written in and out of class (for a total of 8,000 words) in response to college level non-fiction texts. Essays should be an analysis or an argument.

Research paper with sources evaluated as to credibility and appropriateness to the subject matter. Research must include a works cited page using MLA documentation

9.     **REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include: (NOTE: This list is also from a series of Checkboxes: When entering in Curricunet check all that apply):

A.   Class Participation

B.   Class Work

C.   Exams/Tests

D.   Field Trips

E.   Group Projects

F.    Homework

G.   Oral Presentation

H.   Papers

I.    Portfolios

J.    Projects

K.   Quizzes

L.    Research Projects

M.  Written examination

10.  **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

(NOTE: WHEN YOU LIST TEXTBOOKS PLEASE FOLLOW THE CC HANDBOOK CRITERIA BELOW. The currency of textbooks is important. Some courses may use fiction or seminal texts that are recognized as standard bearers or classics. However, for the purposes of transferability and C-ID, at least one textbook should have a publication date within 7 years of the COR approval date (with the exception of fiction and classic texts). (Per Guiding Notes for CSU GE Reviewers, November 2016, p. 8.)

* 1.
	2.

**Origination Date:** (enter month and year)

**Curriculum Committee Approval Date:** (enter proper date)

**Effective Term:** (enter semester and year)

**Course Originator:** (enter name)