



**COURSE OUTLINE: ENGL 100**  
**C Credit – Not Degree Applicable**  
**COURSE ID 010421**  
**JUNE 2019**

**COURSE DISCIPLINE:** ENGL  
**COURSE NUMBER:** 100  
**COURSE TITLE (FULL):** Writing Workshop  
**COURSE TITLE (SHORT):** Writing Workshop

**CATALOG DESCRIPTION**

ENGL 100 is designed for students who need to practice the basics of analytical reading, summary, and argumentative writing in preparation for English 101+. Conducted as a collaborative writing workshop, the class involves analytical reading and discussion of contemporary articles and stories. Compositions are readings-based, incorporating main ideas and evidence taken from the readings. The course helps students increase their familiarity with the style and organization of written, academic English and improves their ability to compose, edit, and revise sentences, paragraphs, and essay-length compositions. Finally, students learn basic grammar, sentence forms, and proofreading techniques.

Total Lecture Units: 4.00

Total Laboratory Units: 0.00

**Total Course Units: 4.00**

Total Lecture Hours: 72.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 72.00**

**Total Out-of-Class Hours: 144.00**

Prerequisite: Placement is based on academic background.



**ENTRY STANDARDS**

	Subject	Number	Title	Description	Include
1				Analyze paragraph-length reading passages to identify topic and developmental sentences, as well as transitional expressions used to increase coherence;	Yes
2				evaluate paragraphs for unity, sufficiency of development, and coherence;	Yes
3				organize and write a paragraph-length composition which: <ul style="list-style-type: none"> <li>• addresses the topic, providing appropriate development in the form of reasons, examples, and details;</li> <li>• reflects a rudimentary grasp of basic paragraph structure;</li> <li>• demonstrates a basic understanding of the English sentence, including word order, the need for a subject and verb, and the use of verb tenses and forms, though there may be a few errors in grammar, mechanics, spelling, and/or diction.</li> </ul>	Yes

**EXIT STANDARDS**

- 1 Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;
- 2 read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;
- 3 read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;
- 4 write a summary of a contemporary article or story with correct citation techniques;
- 5 write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;
- 6 write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;
- 7 write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;
- 8 write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;
- 9 write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;
- 10 proofread and edit essays for content, language, citation, and formatting problems.

**STUDENT LEARNING OUTCOMES**



- 1 read, analyze, and evaluate contemporary articles and stories for main ideas, (topic-based) evidence, and comprehension of difficult content;
- 2 write (readings-based) summaries and arguments, using conventions of organization, development, editing, and citation;
- 3 read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Introduction <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Ways of obtaining additional help</li> <li>• Overview of campus computer labs, the Learning Commons, and the English Lab</li> <li>• Diagnostic testing</li> </ul>	3	0	3
2	Analytical Reading <ul style="list-style-type: none"> <li>• Of individual sentences for key ideas</li> <li>• Of whole article/stories for main ideas</li> <li>• Of whole articles/stories for topic-based evidence</li> </ul>	14	0	14
3	Writing Process <ul style="list-style-type: none"> <li>• Brainstorming (individual and collaborative)</li> <li>• Outlining</li> <li>• Drafting (of summaries and arguments)</li> <li>• Revision (for content and language problems)</li> <li>• Peer Editing</li> </ul>	4	0	4
4	Academic Writing <ul style="list-style-type: none"> <li>• Paraphrase (of short passages)</li> <li>• Signal phrase</li> <li>• Parenthetical citation Summary (of whole articles)</li> <li>• Signal phrase (MLA)</li> <li>• Transitional Expressions</li> <li>• Parenthetical citation (MLA)</li> </ul>	12	0	12
5	Paragraph Form <ul style="list-style-type: none"> <li>• Topic sentence</li> <li>• Development Unity and coherence</li> <li>• Concluding sentence</li> <li>• Indentation, margins, line spacing</li> </ul>	6	0	6



6	<b>Argumentation</b> <ul style="list-style-type: none"> <li>• Readings-based topics</li> <li>• Claims in thesis and topic sentences</li> <li>• Evidence and citation (MLA)</li> <li>• Interpretation</li> </ul>	14	0	14
7	<b>Essay Form</b> <ul style="list-style-type: none"> <li>• Introductory paragraph with thesis</li> <li>• Body paragraphs with topic sentences</li> <li>• Unity and coherence</li> <li>• Concluding paragraph</li> <li>• Indentation, margins, line spacing</li> </ul>	4	0	4
8	<b>Grammar, Vocabulary, and Proofreading</b> <ul style="list-style-type: none"> <li>• Simple sentence / missing subject fragments</li> <li>• Compound sentence / run-ons, comma splices</li> <li>• Complex sentence / dependent clause fragments</li> <li>• Editing paragraphs with mixed sentence errors</li> <li>• Recognizing and eliminating vague vocabulary</li> <li>• Enriching vocabulary</li> <li>• Using sentence variety</li> <li>• Proofreading</li> </ul>	15	0	15
				<b>72</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 textbook and/or website-based exercises, assignments, and/or readings;
- 2 informal journal-type writing (meta-reflection on their learning habits/progress);
- 3 revision of sample paragraphs for replacement of vague vocabulary;
- 4 essay outline development and revision;
- 5 essay Feedback Forms (detailed student response to instructor’s commentary);
- 6 proofreading, editing, and revision of essays;

**METHODS OF EVALUATION**

- 1 total writing requirement: at least 3,500 words of writing done in class;
- 2 textbook and/or website-based exercises, assignments, and/or readings;
- 3 peer essay evaluations;
- 4 tests on paraphrasing and summarizing;

**METHODS OF INSTRUCTION**

- Lecture



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- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

<b>Title</b>	<b>Type</b>	<b>Publisher</b>	<b>Edition</b>	<b>Medium</b>	<b>Author</b>	<b>ISBN</b>	<b>Date</b>
English 100 Workbook	Required	Glendale College		Print	Juzwiak et al	N/A	2019