

ENGL 100 COR with C-ID Content

[ENGL 100 COR](#) | [Annotated COR](#) | [C-ID](#) | [PV Site](#) | [PV Values](#) | [PV Notes](#)

Rationale - For this initial draft we focused primarily on lecture content and kept in mind the idea of the students' journey and evolution. We started with the Affective because we felt it crucial to begin with students, their worlds and knowledges, and the communities they help shape over the course of the semester. This is followed by Critical Reading and Thinking, which represents ongoing opportunities for students to discover, complicate, and reflect. The Writing Process has been placed third to emphasize a readiness to write given what students bring to class combined with what they've recently acquired. We view these first three elements as foundational to the spirit of the course. The next three--Rhetoric and Communication; Research, Evaluation, Documentation; Concepts, Conventions, Choices--represent opportunities to recontextualize and refine. Finally, in thinking about MCC's core competencies, we felt the idea of "consciousness" was a fitting place to end. Ideally, students have come full circle by the end of the semester. They have evolved, rediscovering their worlds through a series of recursive processes that enable them to reflect on who they are, recognize their agency, and apply these knowledges beyond the classroom.

ENGL 100 - COMPOSITION AND READING

Units Lecture	4.00	Units Lab	0.00	Units Total	4.00
Lecture Weekly Contact Hours	4.00	Lab Weekly Contact Hours	0.00	Total Weekly Contact Hours	4.00
Lecture Weekly Outside of Class Hours	0.00	Lab Weekly Outside of Class Hours	0.00	Total Outside of Class Hours	0.00
Total Semester Hours	64.00-72.00	Total Weekly Outside of Class Hours	0.00		

Course Description

C-ID General Description - This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation.

C-ID Content - Students will use critical reading and thinking strategies to write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts and incorporate college-level research. Minimum 6,000 of words formal writing.

Enrollment Restrictions

Prerequisite

ACE 150 or ENGL 50 or ESL 150 or eligibility determined by the English placement process.

Corequisite

ENGL 52 or

Outline of Course Lecture Content **(Not in C-ID)**

The course lecture will address the following topics:

Possible Lecture Content Categories & Subpoints
Content from current COR has not been included
***Red highlight = overlapping content**

Lecture Content

1. Affective

Student Knowledges & Cultural Wealth
Fostering Community
Equity-Minded Practices
Culturally Sustaining Pedagogies
Culturally Relevant Texts
Student Agency & Empowerment

2. Critical Reading/Thinking

Pre-reading & Reading Strategies
Expanded Definition of Text, Reading, Writing, Research, Thinking
Private/Individual & Public/Social Reading
Affirm, Challenge, and Complicate Knowledge, Perspectives, and Discourse
Metacognitive Reading
Contemplative Practices

3. Writing Process

Creativity & Invention
Demystify Writing Process & Writing Voice
Scaffolding & Sequencing
Recursive Reading, Writing, Thinking
Metacognitive Self-Reflection & Growth
Support Student Writing Processes

4. Rhetoric & Communication

Awareness, Purpose, Responsibility
Rhetoric: Audience, Text, Author(s)
Modes of Writing: Argument, Narrative, Etc.
Hybrid & Multi-Modal Compositions

5. Research, Evaluation, Documentation

Information Literacy

Primary, Secondary, Popular, Academic & Cultural Sources

Locating, Evaluating, Utilizing Sources Responsibly

Documentation, Purpose, MLA, University Standards

Understanding the Rationale Behind Documentation Standards

6. Concepts, Conventions, Choices

Variety, Clarity, Concision

Genre Conventions

Grammatical Moves

Diction, Tone, Style

7. Concientización (Process of Consciousness)

Identity & Positionality

Cultural Competence

Growth Portfolio

Transferable Conocimientos (Knowledges)

Outline of Course Lab Content (Not in C-ID)

The course lab will address the following topics:

Performance Objectives

At the conclusion of this course, the student should be able to:

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support
3. Develop varied and flexible strategies for generating, drafting, and revising essays
4. Analyze stylistic choices in their own writing and the writing of others
5. Write timed/in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation

PROJECT VOLTRON

100 COR TOP TEN

- 1 Scaffold reading processes & skills
- 2 Value a variety of culturally relevant texts (type, quantity, & rigor)
- 3 Expand the definition of academic writing
- 4 Broaden concepts of critical research & skills
- 5 Increase information literacy
- 6 (Institutional purpose): Allow ENGL 100 to be a prerequisite for __ (students' fill in the blank)
- 7 Affirm, challenge, and complicate knowledge, perspectives, & discourse
- 8 (Affective purpose) Analytical skills empower students' personal, social, cultural agency
- 9 Sample assignments listed in the COR should reflect a Hispanic Serving Institution
- 10 Increase consistent, fair assessment (summative) of student writing and instruction (formative) supporting student writing processes



Assignments (Not in C-ID)

Reading Assignments

Reading assignments will be consistent with, but not limited by, the following types and examples:

[Description]

Sample reading assignments:

[List]

Writing Assignments

Writing assignments will be consistent with, but not limited by, the following types and examples:

[Ethos Retreat](#)

[Lens Assignment](#)

[Description]

Sample writing assignments:

[List]

In-class writing prompts:

[List]

Research-based assignments:

[List]

Outside-of-Class Assignments

Outside-of-class assignments will be consistent with, but not limited by, the following types and examples:

[List]

Student Learning Outcomes (Not in C-ID)

Methods of Instruction (Not in C-ID)

Instructional methodologies will be consistent with, but not limited by, the following types or examples:

[List]

Methods of Evaluation

Evaluation methodologies will be consistent with, but not limited by, the following types or examples:

Primarily academic essays, including timed/in-class writing. Additional methods of evaluation may include portfolios, oral presentations, quizzes, essay exams, class discussion, and group projects.

Required Textbooks

Examples of typical textbooks for this course include the following:

[Letters Book Repository](#)

An anthology containing college-level essays, articles, or other texts

A standard handbook on writing and documentation

Book length works of fiction or non-fiction are also appropriate but not required.

Other Required Instructional Materials

[List]

Course Repeatability

Total Completions Allowed: 1

Fulfills MiraCosta College Associate Degree Requirements

Type of Approval: 100% Online or Hybrid

You may indicate here which component(s) of the course should never be conducted online (e.g. proctored exams, labs, in-person orientation, etc.):

MiraCosta General Education

Area A1 - English Composition

IGETC Area 1: English Communication

A: English Composition

CSU GE Area A: English Language Communication and Critical Thinking

A2 - Written Communication

Articulation

Transfer Status: Acceptable for Credit: CSU, UC

CSU/IGETC GE Area(s): 109 - CSU, UC, CSU GE A2, IGETC 1A

This course is incorporated into the following program(s)

AA Degree *CURRENT* Human Development

AA Degree *CURRENT* Liberal Arts with an Area of Emphasis in Arts and Humanities

AA Degree *CURRENT* Liberal Arts with an Area of Emphasis in Social and Behavioral Sciences

AA Degree *CURRENT* Psychology

AA-T Degree *CURRENT* Psychology for Transfer

AS Degree *CURRENT* Biomanufacturing

AS Degree *CURRENT* Registered Nursing: Track I: Generic ADN

AS Degree *CURRENT* Registered Nursing: Track II: LVN-to-RN (ADN)

AS Degree *CURRENT* Research and Development

Bachelor's Degree *CURRENT* Biomanufacturing

Certificate of Achievement *CURRENT* Biomanufacturing

Certificate of Achievement *CURRENT* Research and Development

AA Degree *CURRENT* Office Manager

Certificate of Achievement *CURRENT* Office Manager

AA Degree *FUTURE* Office Manager

Certificate of Achievement *FUTURE* Office Manager

AA-T Degree *FUTURE* Psychology for Transfer

AA-T Degree *FUTURE* Law, Public Policy, and Society for Transfer