



# English Composition Course Sequence

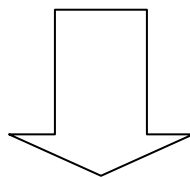
All content is taken from the CAR Database, which can be found at the following URL:

<https://www.gatornet.greenriver.edu/car/carhome.asp?Course=ENGL%20128#>.

<p><b>No equivalent English for this level</b></p>		<p><b>Reading 84</b></p> <p>This course has four primary goals: 1. To improve students reading vocabulary. 2. To develop student reading comprehension. 3. To increase student reading fluency and accuracy. 4. To increase student enjoyment of reading. Students will achieve these goals by developing the following skills: 1. Learning Greek and Latin word parts to develop vocabulary. 2. Applying a variety of techniques to determine word meaning. 3. Identifying main ideas and supporting details. 4. Utilizing word or structure cues to recognize writing patterns that involve time order, examples, comparison or contrast, and cause and effect. 5. Utilizing pre-reading strategies to improve comprehension. 6. Incorporating text marking strategies into reading of a variety of materials.</p> <p style="text-align: center;">↓</p>
<p><b>English 81</b></p> <p>To fulfill the requirements of English 81, the student should be able to 1. Use the writing process in order to write clear, well-organized paragraphs and build to short essays. 2. Focus a topic for both a paragraph and a short essay, develop ideas, organize ideas, write an introduction and conclusion, and maintain unity (and coherence) in their writing. 3. Review sentence structure, mechanics, punctuation, and spelling in order to write sentences that are clear in meaning. 4. Improve vocabulary. 5.</p>	<p>↔</p>	<p><b>Reading 94</b></p> <p>This course has four primary goals: 1. To improve student comprehension when reading a variety materials. 2. To provide students with study reading strategies and techniques. 3. To increase student reading speed and accuracy. 4. To increase student enjoyment of reading. Students will achieve these goals by developing the following skills: 1. Previewing, skimming, and scanning of reading material. 2. Relating reading rate to purpose and text difficulty. 3. Using a</p>

<p>Improve skills in critical reading and writing by examining a variety of texts that illustrate different writing structures and themes. To demonstrate proficiency in these course content outcomes, students will write paragraphs and build to writing short essays, examine assigned readings, participate in class discussions, and take quizzes and tests.</p>		<p>variety of techniques to determine word meaning. 4. Identifying main ideas and supporting details. 5. Recognizing implied main ideas and the central points. 6. Understanding relationships that involve addition and time. 7. Understanding relationships that involve examples, comparison or contrast, and cause and effect. 8. Distinguishing between fact and opinions. 9. Making inferences. 10. Understanding purpose and tone. Student will demonstrate mastery of the skills listed above by: 1. Successful achievement on quizzes and tests. 2. Successful achievement on reading drills and exercises. 3. Answering written and oral comprehension questions. 4. Cooperating in small and large group activities in an active and collaborative manner. 5. Active and meaningful participation in class discussion and lecture. <i>Prerequisite = 2.0 or higher in Reading 84 or appropriate COMPASS score.</i></p> <p style="text-align: center;"></p>
<p style="text-align: center;"><b>English 100</b></p> <p>To fulfill the requirement of English 100, students should be able to demonstrate the following at the college level: 1. express their ideas clearly in writing; 2. organize paragraphs and expository essays; 3. develop greater facility with language; 4. improve their mechanics and usage. Course content learning outcomes will be demonstrated by 1. writing a minimum of two expository paragraphs. 2. writing a minimum of one summary. 3. writing a minimum of three expository paper (for instance, argument, process, comparison-</p>		<p style="text-align: center;"><b>Reading 104</b></p> <p>This course has four primary goals: 1. To improve student comprehension of college reading materials. 2. To provide student with study reading strategies and techniques. 3. To increase student reading speed and accuracy. 4. To enhance student critical reading skills. The student will achieve these goals by developing the following skills: 1. Practicing the previewing, skimming, and scanning of reading material. 2. Setting reading goals for time and distance. 3. Identifying main ideas and supporting</p>

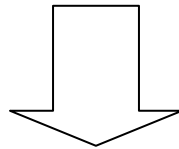
<p>contrast, etc. or some combination of modes based on the assignment) --no secondary research in this level though)</p> <p>4. revising papers extensively (revision of content: ideas and analysis, structure, and development) 5. reviewing grammar and usage, sentence construction, and mechanics as needed, and 6. reading and analyzing short essays/articles/fiction as assigned by instructor (from text, supplements, etc.).</p> <p><i>This is a Pass/No Credit class.</i></p> <p><i>Prerequisites = 2.0 or higher in English 81 and eligible for Reading 104.</i></p>	<p>details. 4. Analyzing, interpreting, and synthesizing information and ideas. 5. Determining the author's purpose. 6. Evaluating how effectively an author supports his or her generalizations. 7. Evaluating the evidence an author provides to support a position. 8. Distinguishing between fact and opinions. 9. Using writing and textbook marking to monitor comprehension. 10. Using writing and textbook marking to improve recall and retention. 11. Learning new words to expand vocabulary. Student will demonstrate mastery of the skills listed above by: 1. Completion of reading assignments. 2. Successful achievement on quizzes and tests. 3. Answering written and oral comprehension questions. 4. Applying various active-reading strategies to a variety of texts. 5. Cooperative and collaborative participation in small and large group activities. 6. Seeking agreement and solutions in small group discussions. 7. Increasing speed while maintaining accuracy on reading drills. <i>Prerequisite = 2.0 or higher in Reading 94 or appropriate COMPASS score.</i></p>
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**English 101**

English 110 provides students with techniques and tools for effective written communication, which include critical thinking and reading; writing processes; and knowledge of conventions. Specific assignments, texts, approaches, and emphases will vary based on instructor. English 110 will emphasize 1. Critical Thinking, Reading, and Writing: reading and writing for inquiry, learning, thinking, and communicating; understanding a writing assignment as a series of tasks, including summarizing, evaluating, analyzing, and synthesizing ideas; integrating their own ideas with those of others. 2. Rhetorical Strategies: focusing on a purpose; responding to the needs of

different audiences; adopting appropriate voice, diction, tone, and level of formality. 3. Writing Process: recognizing the need for multiple drafts to create and complete a successful text; developing flexible strategies to generate, revise, edit, and proof-read; understanding writing as a recursive process that enables writers to change their drafts to improve form and content. 4. Writing Conventions: selecting appropriate formats for different kinds of purposes; practicing appropriate means of documenting their work; using appropriate syntax, grammar, punctuation, and spelling. To demonstrate proficiency in the course content outcomes, students will 1) Study and discuss rhetorical techniques. 2) Critically read and discuss a variety of texts assigned by the instructor. 3) Submit three to five essays: three formal essays, one of which will be documented, and two other formal writing assignments, including (but not limited to) summaries, reading responses, reflective essays, self-assessments, essay exams, etc. By the end of the quarter, students will produce a minimum of ten pages of formal essay text. 4) Revise written assignments to reflect rhetorical knowledge and knowledge of conventions.  
*Prerequisite = English 100 and English 104 or COMPASS placement.*



(Students take one of the following research writing classes)

<b>English 126</b> <b>(Research: Humanities)</b>	<b>English 127</b> <b>(Research: Soc. Science)</b>	<b>English 128</b> <b>(Research Science/Business)</b>
<p>Students in ENGL 126 will pursue the following learning outcomes: 1. Critical reading: Read and evaluate a range of sources in the disciplines of the humanities which may include the study of literature, painting, music, film, etc. at the discretion of the individual instructor; situate sources in their historical, social, political, economic and/or cultural contexts. 2. Interpretive Strategies: Gain familiarity with and practice using a</p>	<p>Students in ENGL 127 will pursue the following learning outcomes: 1. Critical reading: Read and evaluate a range of sources in the social sciences; situate sources in their historical, social, political, economic and cultural contexts. 2. Writing process: Practice writing as a recursive process that includes topic selection and narrowing, prewriting planning, drafting, revising and editing, and use tone, style, organization, content,</p>	<p>Building upon the skills, concepts presented in ENGL&amp; 101, students in ENGL 128 will pursue the following learning outcomes: 1. Critical reading: Read and evaluate a range of sources in the sciences, engineering, and business; situate sources in their historical, social, political, economic and/or cultural contexts. 2. Writing process: Practice writing as a recursive process that includes topic selection and narrowing, prewriting,</p>

<p>variety of interpretive approaches, such as attention to aesthetics, textual analysis, and literary and cultural criticism, that are integral to the study of humanities texts. 3. Writing process: Practice writing as a recursive process that includes topic selection and narrowing, prewriting, research, planning, drafting, revising and editing, and use tone, style, organization, content, and argument to meet the needs and expectations of specific writing contexts and audiences to produce writing that is professional in format and appearance. 4. Academic arguments: Identify, evaluate, and be able to develop the conventional components of an academic argument, which may include research questions, issue and/or claim (thesis or hypothesis); support (evidence and explanation); warrant (assumptions, values, beliefs, etc.); and engagement with multiple points of view. Respectfully consider and engage the diverse perspectives and intellectual contributions of others within the classroom. 5. Research tools and methodology: Gain familiarity with a range of research tools and resources, including library materials, electronic databases, the World Wide</p>	<p>and argument to meet the needs and expectations of specific writing contexts and audiences to produce writing that is professional in substance, format, and appearance. 3. Academic arguments: Identify, evaluate, and be able to develop the conventional components of an academic argument, including research question, claim, reasons, support, warrants (assumptions, values, beliefs, etc.), qualifiers, and engagement with multiple points of view. Respectfully consider and engage the diverse perspectives and intellectual contributions of others within the classroom. 4. Research tools: Gain familiarity with a range of research tools and resources, including library materials, electronic databases, the World Wide Web, interviews, etc.; choose appropriate tools to find a wide and diverse range of secondary sources, including scholarly articles, and critically evaluate those sources. 5. Research writing: Learn and apply the conventions of various common forms of research writing, which may include annotated bibliography, research proposal, literature review, research-based argument, among others. 6. Source Integration: Accurately and</p>	<p>research, planning, drafting, revising and editing, and use tone, style, organization, content, and argument to meet the needs and expectations of specific writing contexts and audiences to produce writing that is professional in format and appearance. 3. Academic arguments: Identify, evaluate, and be able to develop the conventional components of an academic argument, including research question, claim, reasons, support, warrants (assumptions, values, beliefs, etc.), qualifiers, and engagement with multiple points of view. Respectfully consider and engage the diverse perspectives and intellectual contributions of others within the classroom. 4. Research tools: Gain familiarity with a range of research tools and resources, including library materials, electronic databases, the World Wide Web, interviews, etc.; choose appropriate tools to find a wide and diverse range of secondary sources, including scholarly articles, and to evaluate critically those sources. 5. Research writing: Learn and apply the conventions of various common forms of research writing, which may include annotated bibliography, research proposal, literature review,</p>
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<p>Web, etc.; choose appropriate tools to find a wide and diverse range of secondary sources, including scholarly articles, and to evaluate critically those sources. 6. Research writing and source integration: Learn and apply the conventions of various common forms of research writing, which may include annotated bibliography, research proposal, and argument informed by research, among others. Accurately and effectively incorporate and comment upon references to a variety of sources; recognize the differences among summary, paraphrase and direct quotation and when to use each; cite sources according to documentation style guides appropriate to specific disciplines within the range of the humanities (MLA or CMS); understand and avoid plagiarism. 7. Diversity: Develop awareness of how social position and geopolitical location can affect identity, perspective, expression, and/or action. Evaluate how social, economic, and/or political situation can affect the way ideas are produced, distributed, and received. To demonstrate proficiency in these course content outcomes, students will 1) Produce a scholarly research paper (approximately 2000 words)</p>	<p>effectively incorporate and comment upon references to a variety of sources; recognize the differences among summary, paraphrase, and quotation, and when to use each; cite sources according to APA (American Psychological Association) style; understand and avoid plagiarism. 7. Research methods: Recognize and analyze the various qualitative and quantitative research methods employed in the social sciences, such as survey, ethnography, primary source analysis, observation, experiment, etc. 8. Diversity: Develop awareness of how social position and geopolitical location can affect identity, perspective, expression, and/ or action. Evaluate how social, economic, and or political power can affect the way ideas are produced, distributed, and received. Demonstrated by: The above objectives will be demonstrated by a scholarly research paper that is at least ten pages in length (2500-3000 words) and incorporates at least eight diverse secondary sources; this paper should put forth an academic argument that includes a thesis or hypothesis supported by reasoning and evidence. Other formal and informal writing</p>	<p>research-based argument, among others. 6. Source Integration: Accurately and effectively incorporate and comment upon references to a variety of sources; recognize the differences among summary, paraphrase and direct quotation and when to use each; cite sources according to documentation style guides appropriate to specific disciplines within the range of humanities (APA, MLA, CSE, CMS); understand and avoid plagiarism. 7. Research methods: Recognize and analyze the various qualitative and quantitative research methods employed in the sciences, engineering, and business, such as survey, interview, ethnography, primary source analysis, observation, experiment, statistical analysis, among others. 8. Diversity: Develop awareness of how social position and geopolitical location can affect identity, perspective, expression, and/or action. Evaluate how social, economic, and/or political power can affect the way ideas are produced, distributed, and received. To demonstrate proficiency, students will write a scholarly research paper that is at least ten pages in length (2500-3000 words) and incorporates at least</p>
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<p>that puts forth an academic argument supported by reasoning and evidence based on research from primary and secondary source materials. 2) Write other formal and informal writing assignments totaling at least ten pages (2500-3000 words); these may include shorter literary analysis essays, in-class (timed) essay exams, annotated bibliographies, reading responses, research progress reports, peer reviews, reflective essays, self-assessments, etc. <i>Prerequisite = English 101</i></p>	<p>assignments must total at least an additional ten pages (2500-3000 words); these may include literature reviews, research proposals, annotated bibliographies, reading responses, research progress reports, peer reviews, reflective essays, self-assessments, etc. <i>Prerequisite = English 101.</i></p>	<p>eight diverse secondary sources; this paper should put forth an academic argument that includes a thesis or hypothesis supported by reasoning and evidence. Other formal and informal writing assignments must total at least an additional ten pages (2500-3000 words); these may include a literature review, research proposal, annotated bibliography, reading responses, research progress reports, peer reviews, reflective essays, self-assessments, essay exams, etc. <i>Prerequisite = English 101.</i></p>
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