Course Outline

COURSE: ENGL 1A  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Fall 2012  CURRICULUM APPROVAL DATE: 02/27/2012

SHORT TITLE: COMPOSITION

LONG TITLE: Composition

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>17.34</td>
<td>Lecture</td>
<td>3</td>
<td>52.02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>3</td>
<td>52.02</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:

This is a writing course which emphasizes expository writing, argumentative writing, and critical reading of expository prose. It is meant to train students in clear thinking and reasoned support of ideas. Students will be given the opportunity to read models of good expository and argumentative prose and learn the techniques of good writing. These include choosing appropriate subjects, developing restricted, unified, and precise theses and presenting supporting evidence in a logical, lucid, and effective manner. To achieve this end, students write no fewer than six essays and read at least five works, two of which are book length. PREREQUISITE: English 250 and English 260 or English 250 and SSCI 270A or English 250 and SSCI 270B with a grade of 'C' or better or satisfactory score on the English placement examination.

PREREQUISITES:

(Completion of ENGL 250, as UG, with a grade of C or better.
AND Completion of ENGL 260, as UG, with a grade of C or better.)
OR
(Completion of ENGL 250P, as UG, with a grade of C or better.
AND Completion of ENGL 260P, as UG, with a grade of C or better.)
OR
(Completion of ENGL 250, as UG, with a grade of C or better.
AND Score of 22 on CTEP Reading)
OR
(Completion of ENGL 260, as UG, with a grade of C or better.
AND Score of 22 on CTEP Writing)
OR
(Completion of ENGL 250, as UG, with a grade of C or better.
AND Completion of SSCI 270A, as UG, with a grade of C or better.)
OR
(Completion of ENGL 250, as UG, with a grade of C or better.)

5/11/2012
AND Completion of SSCI 270B, as UG, with a grade of C or better.)
OR
(Completion of SSCI 270A, as UG, with a grade of C or better.
AND Score of 22 on CTEP Writing)
OR
(Completion of SSCI 270B, as UG, with a grade of C or better.
AND Score of 22 on CTEP Writing)
OR
(Score of 22 on CTEP Reading
AND Score of 22 on CTEP Writing)

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
02 - Lecture and/or discussion
05 - Hybrid
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Apply analytical reading strategies such as summarizing, annotating, interpreting, paraphrasing, 
synthesizing, and responding to texts, including identifying and evaluating the author’s thesis, methods of 
support, audience and tone.
Measure: Written exams, quizzes, response journals, analytical essays
PLO:
ILO: 1, 2, 3, 4, 5, 6, 7
GE-LO: A1, A2, A3, A4, A5, A6, A, C1, C2, C3, C4, C6, C7
Year Assessed:

2. Recognize and practice specific rhetorical strategies and utilize appropriate strategies for 
completing a variety of writing tasks in a variety of disciplines, such as report writing, timed essay exams, 
research writing, sustained analytical essays, etc.
Measure: Out of class essays, journals, quizzes, in-class essays
PLO:
ILO: 1, 2, 3, 5, 6, 7
GE-LO: A3, A4, A5, C1, C2, C3, C4
Year Assessed: 2012

3. Construct a unified, coherent, and developed essay in standard English that defends a position and 
features a clear thesis, relevant supporting evidence, and control of conventions.
Measure: essays
PLO:
ILO: 1,2,3,5,6,7

5/11/2012
4. Apply research techniques, such as locating, evaluating and summarizing sources and integrating research findings into essay in MLA format, to the creation of a research essay.
Measure: bibliographies, research essay
PLO:
ILO: 1,2,3,5,6,7
GE-LO: A3, A4, A5, A7, A8, A9, C1, C2, C3, C4, C6, C7
Year Assessed: 2012

5. Demonstrate ability to write effective college-level prose, using strategies applicable to GE and interdisciplinary courses.
Measure: essay exams, out of class essays, reports, observations
PLO:
ILO: 1,2,3,5,6,7
GE-LO: A3, A4, A5, A7, A8, A9, C1, C2, C3, C4, C6, C7
Year Assessed: 2012

6. Recognize and practice steps in the writing process.
Measure: journals, outlines, drafts, revisions, essays
PLO:
ILO: 1,2,3,4,5,6,7
GE-LO: A3, A4, A5, A7, C1, C2, C3, C4
Year Assessed: 2012

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 02/27/2012
3 HOURS
Content: Introduction to the course and its goals, particularly the importance of strong writing skills. Students will write a diagnostic essay responding to a short prompt. Students will be made aware of appropriate formatting, guidelines, and ethics for college level writing. Discussion will center around characteristics of effective essays.
Homework: Respond to reading via a directed journal entry. Prepare for reading quiz.
Student Performance Objectives: To identify characteristics of strong essays and theses. To become familiar with the requirements and expectations of the course.

3 HOURS
Content: Understanding and evaluating different essay approaches-- narrative, persuasive, argumentative, comparison/contrast, etc. Introduction to annotation and to reading techniques. Take reading quiz, followed by a discussion of the selection and a small-group presentation.
Homework: Respond to class reading via a directed journal entry. Prepare for reading quiz.
Student Performance Objectives: To differentiate between different essay approaches and analyze their effectiveness. To practice thesis writing techniques. To respond to the ideas of others, and form conclusions based on those readings. To practice revision techniques

6 HOURS
Content: Defining thesis statements--their role and placement as well as characteristic of strong/weak theses. Identifying and creating strong thesis statements through lecture and in-class activity.
Explain and discuss different forms of supporting details (experience, observation, logic, description, research, etc.) Assign Essay #1 and explain purpose - to apply techniques for writing personal or reflective essays. Develop thesis statement and plan for supporting evidence for the personal essay.

Take reading quiz, followed by discussion of selection.

Homework: Essay #1. Respond to class reading via a directed journal entry. Prepare for reading quiz.

Student Performance Objectives: To apply knowledge of essay structure to personal essay, specifically, to demonstrate an understanding of organization, clarity of thesis, adequate supporting points, awareness of audience, and conventions of grammar, mechanics and MLA format. To demonstrate reading comprehension skills

6 HOURS

Content: Understanding basics of argumentative/persuasive technique. Discuss readings where writers support a thesis using argument technique. Assign Essay #2 and explain its purpose--for instance to take a position on an issue, or to argue with another author’s position. Take reading quiz, followed by discussion of the selection/s.


Student Performance Objectives: To dissect the elements of a persuasive essay and apply them selectively to essay writing. To practice different writing techniques for improving sentence structure and. To practice revision techniques.

6 HOURS.

Content: Understanding basics of analytical essay. Discuss readings where writers support a thesis using analytical techniques. Assign essay #3 and explain its purpose - to draw a conclusion about a work based on close reading and analysis. Take reading quiz, followed by discussion of the selection/s.


12 HOURS.

Content: Introduction to the steps in the research process. Understanding research techniques, such as finding and locating sources, incorporating those sources into an essay and citing essay in MLA format, and application of those strategies to a sustained research essay. Assign Annotated Bibliography. Assign Essay #4 and explain its purpose: to use research to develop thesis and to cite in proper MLA format. Take reading quiz, followed by discussion of selection/s


Student Performance Objectives: To apply steps in the research process. To choose and incorporate sources into college level prose. To practice MLA format for citation. To practice revision techniques. Midterm essay exam.

6 HOURS.

Content: Introduction to narrative techniques. Understanding and applying narrative techniques to a narrative essay and/or piece of creative writing. Assign Essay #5 and explain its purpose - to use narrative as a way to draw readers in emotionally, to practice descriptive techniques and to develop an implied thesis. Take reading quiz, followed by discussion of selection/s.


Student Performance Objectives: To apply narrative techniques, such as writing scenes and dialogue, plot, character development, symbolism, etc. To practice revision techniques.

6 HOURS.

Content: Introduction to literary analysis. Understanding and application of literary analysis techniques, such as recognizing and analyzing author’s intention, theme, symbol, character development, plot development, audience, tone and style. Assign Essay #6 and explain its purpose - to analyze a piece of literature.

Homework: Essay #6. Respond to class reading via directed journal entry. Take reading quiz, followed by discussion of the selection/s. Prepare for small group presentations. Revise Essay #5 (optional)

Student Performance Objectives: To apply analytical techniques, to introduce material that students will practice further in English 1B, to respond to the ideas and the creative works of others.

5/11/2012
6 HOURS
Content: Review of all course material. Prepare for final exam. Take final exam (2 hours).
Homework: Revise Essay #6 (optional). Study questions.
Student Performance Objectives: to practice writing under timed conditions. To consolidate and solidify comprehensive knowledge of material of course.

METHODS OF INSTRUCTION:
1. Lectures and class discussion.
2. In-class writing and revising.
3. Writing exercises for classwork and homework.
4. Exams and short tests.
5. Reading and discussion of short stories, articles, essays or a novel.
6. Student presentations.

METHODS OF EVALUATION:
CATEGORY 1 - The types of writing assignments required:
Percent range of total grade: 75 % to 80 %
Written Homework
Reading Reports
Essay Exams
Term or Other Papers
Other: Journals, Reading responses
CATEGORY 2 - The problem-solving assignments required:
Percent range of total grade: 15 % to 20 %
Homework Problems
Quizzes
Exams
CATEGORY 3 - The types of skill demonstrations required:
Percent range of total grade: 5 % to 10 %
Class Performance/s

REPRESENTATIVE TEXTBOOKS:
Ruth Ozeki, "My Year of Meats", Viking Press 1999 or a comparable novel, preferably related to the theme of the reader.
Reading level of text: 13+ grade level. Verified by: C. Salvin

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
GAV A2, effective 200670
CSU GE:

5/11/2012
CSU A2, effective 200670

IGETC:
IGETC 1A, effective 200670

CSU TRANSFER:
Transferable CSU, effective 200670

UC TRANSFER:
Transferable UC, effective 200670

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN: ENGL2
CAN Sequence: ENGL SEQ A
CSU Crosswalk Course Department: ENGL
CSU Crosswalk Course Number: 1A
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000325411
Sports/Physical Education Course: N
Taxonomy of Program: 150100