GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

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

TERM EFFECTIVE: Fall 2020 CURRICULUM APPROVAL DATE: 04/14/2020

SHORT TITLE: COMPOSITION AND READING

LONG TITLE: Composition and Reading

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
4	18	Lecture:	4	72
		Lab:	0	0
		Other:	0	0
		Total:	4	72

Out of Class Hrs:	144.00
Total Learning Hrs:	216.00

COURSE DESCRIPTION:

English 1A is a composition course which focuses on the development and application of the academic writing process. Students read and assess models of expository, analytical, and argumentative prose to learn techniques of effective writing. Students practice strategies for planning, drafting, sharing, and revising essays in a variety of rhetorical modes. Students apply critical reading skills to the evaluation of source material. Students apply techniques in organizing, developing, and crafting prose that supports their arguments and balances outside sources with their own voice as writers. To achieve this end, students will write a minimum of 6,000 words and read book-length works, articles, model essays, and other writings.. (C-ID: ENGL 100). PREREQUISITE: English 280 or equivalent with grade of 'C' or better or informed self placement via multiple measures.

PREREQUISITES:

Completion of ENGL 280, as UG, with a grade of C or better.

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

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

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, tone, and recognizing bias.

2. Utilize readings from texts, recognize effective rhetorical appeals and strategies for specific audiences and purposes; integrate key passages, quotes, and summary from readings as support for a variety of writing tasks, such as expository writing, sustained analytical essays, timed essays, and/or research writing.

3. Compose a variety of thesis-driven expository and analytical essays that use the readings as models; show an awareness of and write according to rhetorical features, such as purpose, audience, unity, coherence, emphasis, and rhetorical appeals; and apply the conventions of standard English as stylistically appropriate, demonstrating college-level use of the language, as well as clarity and grammatical proficiency in writing.

4. Recognize and practice steps in the writing process (prewriting, organizing, developing, composing, revising, editing, and peer reviewing).

5. Practice and apply research techniques such as locating, evaluating and summarizing sources in order to develop a hypothesis and construct an argument.

COURSE CONTENT:

Curriculum Approval Date: 04/14/2020

3 HOURS

CONTENT: Introduction to the course and its goals, particularly the importance of strong writing skills - Including formatting and assignment guidelines and ethics for college-level writing and classroom etiquette.

STUDENT PERFORMANCE OBJECTIVES: To become familiar with the requirements and expectations of the course.

9 HOURS

CONTENT: Learn and practice summarizing and paraphrasing college-level essays, including deciphering main ideas and supporting points; apply inference; synthesize content and ideas from various readings; recognize and analyze bias; individually, with partners, and/or in small groups, examine college-level essays and research articles, discussing and identifying main ideas and supporting points and composing paraphrases and summaries of reading texts using own words; construct, propose, and evaluate validity of inferences based on texts in writing and during small group and whole class discussions; utilize graphic organizers and other strategies to synthesize content and ideas from multiple readings.

STUDENT PERFORMANCE OBJECTIVES: Decipher, explain, and paraphrase main ideas and supporting points; practice utilizing tools for reading comprehension; create an effective summary; respond effectively in writing to college-level reading texts; construct inferences from reading texts; formulate synthesis of multiple reading texts; decipher bias; gain communication and interaction skills

COURSE CONTENT(CONTINUED):

9 HOURS

CONTENT: Introduction to and practice of effective reading and response to reading strategies with a college-level, book-length work; learn and employ note taking strategies, such as annotation, graphic organizers, seminar worksheets, and/or golden lines; recognize and practice reading for a purpose; read at least one full-length text and discuss in small and large groups, working to build a community of readers by sharing metacognitive conversations and personal reading strategies; practice critical reading and thinking skills including synthesis and analysis; utilize research skills to enhance reading comprehension; analyze for rhetorical or literary devices appropriate to text, such as tone, mood, bias, figurative language, and/or symbolism; analyze the reading as a piece of writing, recognizing the various rhetorical strategies employed by the writer and practice using said strategies in own writing.

STUDENT PERFORMANCE OBJECTIVES: Learn and practice utilizing tools for reading comprehension of a book-length text; employ effective use of annotation skills; respond effectively in writing to college-level reading texts; create a reading community; recognize purpose when reading college-level texts; conduct outside research to enhance contextual comprehension; practice rhetorical reading strategies and examine the text in order to better understand the connection between reading and writing at the college level; read with the intent to write, such as pulling passages in order to defend a thesis.

8 HOURS

CONTENT: Introduction to rhetorical appeals and strategies for specific audiences and purposes; identify and evaluate the rhetorical choices writers make to produce a text; concisely and accurately explain and critique information and ideas from readings; use information obtained from readings as context and support for individual writing purposes; understand and evaluate various patterns of development aimed at specific audiences and for specific purposes, such as narration, description, exemplification, compare and contrast, process analysis, cause and effect, definition, classification and division; devise strategies for effective appeals to specific audiences and for specific purposes.

STUDENT PERFORMANCE OBJECTIVES: Differentiate between and analyze the effectiveness of different patterns of development for specific audiences and purposes. Practice responding to and evaluating rhetorical choices that writers make. Demonstrate critical thinking when responding to and critiquing the information from assigned readings with the ability to use deduced information as support and/or context for individual writing purposes.

8 HOURS

CONTENT: Introduction to the parts of the essay and essay development, such as strong/weak thesis statements, introductions, body paragraphs, and conclusions; utilizing a writing approach that approach that takes into account rhetorical features, such as purpose, audience, unity, coherence, emphasis, and rhetorical appeals; use assigned readings as models for individual writing strategies; provide appropriate context for a strong thesis statement that is supported with sufficient evidence and/or explanation that leads smoothly toward a concluding final point or synthesis of ideas; introduction to college-level use of English; demonstrate clarity, style, and grammatical proficiency in writing; cite in MLA format.

STUDENT PERFORMANCE OBJECTIVES: Apply this knowledge of essay structure when writing essays, specifically utilizing rhetorical features as appropriate as well as demonstrating college-level use of the English language in addition to clarity and grammatical proficiency. Practice MLA format for citation.

COURSE CONTENT(CONTINUED):

10 HOURS

CONTENT: Introduction to and repeated practice in the writing process, with the goal of finding the method(s) that best suit individual needs and/or writing situations; introduction to reading essay prompts and understanding assignment/prompt requirements; demonstrate an understanding of brainstorming and prewriting methodologies, such as discussion, directed writing and/or freewriting, using active evaluation to build upon or assert a relationship between generated ideas while moving in the direction of a tentative thesis statement; exploration of various organizational strategies, such as mapping and outlining, showing an awareness of effective ordering of ideas that lead from introduction to conclusion; utilizing tools for development by incorporating relevant details, examples, quotes, and/or evaluation to best support the thesis statement; utilize these tools to then compose a draft that addresses the prompt and/or assignment requirements; learn the necessity for and benefits of the revision process, including an understanding of the distinction between content revision and sentence-level editing; engage in peer review workshops, providing and receiving feedback from peers.

STUDENT PERFORMANCE OBJECTIVES: Apply this overall understanding of the writing process to a variety of writing tasks with the ability to reevaluate the needed tools to successfully complete writing assignments in and beyond English 1A. Gain awareness of the parts of an essay and how the parts work together to create meaning. Understand the need for and get repeated practice in revision and editing techniques.

10 HOURS

CONTENT: Introduce the elements of argument and the appeals to readers; examine argumentative/persuasive readings, debates, speeches, etc. and identify and evaluate argumentative/persuasive technique; articulate an argument that takes a stand on an issue and/or argues with another’s position; compose a written argument that provides appropriate context for an argumentative thesis statement that is supported with sufficient and relevant evidence and/or explanation that leads smoothly toward a concluding final point or synthesis of ideas while cognitively utilizing the elements of argument and demonstrating a college-level use of English, clarity, style, and grammatical proficiency in writing; cite in MLA format.

STUDENT PERFORMANCE OBJECTIVES: Understand effective appeals within argumentative writing, and apply this knowledge selectively and successfully to essay writing while demonstrating college-level use of the English language in addition to clarity and grammatical proficiency. Practice in MLA format for citation.

15 HOURS

CONTENT: Introduction to information literacy and basic research techniques, evaluate source credibility and benefit, and summarize them accurately; construct an original argument (revising

tentative thesis) that incorporates those sources into a research essay/project and cites sources correctly in MLA format; apply organizational strategies to create a presentation, slideshow, video, and/or infographic to synthesize and share research findings.

STUDENT PERFORMANCE OBJECTIVES: Apply steps in the research process and build a strong information literacy foundation. Choose and incorporate sources into an essay and project. Practice in MLA format for citation.

METHODS OF INSTRUCTION:

1. Lecture, class discussion, group activities. 2. Directed in-class writing assignments that emphasize the writing process--brainstorming, prewriting, outlining, revision, editing, and/or peer review workshops. 3. In-class essays and out-of-class essays, at least one of which contains research. 4. Reading quizzes, and/or reader-response journals. 5. Reading and discussion of essays, articles, and/or speeches, a book-length work. Other college-level readings may include short stories and/or poetry. 6. Student presentations of a research project. 7. Final Portfolio.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 144

Assignment Description: ASSIGNMENTS: Read and annotate various college-level texts, reader-response journals, reading and writing quizzes, out-of-class essays, in-class essays, gathering, summarizing, and evaluating research, visual organization and synthesis of research findings, presentation of research, research projects, small group activities, peer review workshops, and/or seminars

Required Outside Hours:

Assignment Description: See content section

METHODS OF EVALUATION:

Percent of total grade: 75.00 %

Percent range of total grade: 70% to 80% 1. 20 pages of out-of-class essays, at least one of which includes research, and two in-class essays. 2. 15 pages of low-stakes writing assignments, such as additional in-class essays, reader response journals, directed in-class writing, and/or creative writing.

Other methods of evaluation

Percent of total grade: 25.00 %

Percent range of total grade: 20% to 30% 1. Class participation, discussion, and/or seminar in-class essay exam(s) 2. Readings (combined with reader-response journals, reading quizzes, class discussion, seminar, and/or group activities)

REPRESENTATIVE TEXTBOOKS:

Lunsford & Ruszkiewicz. Everything's an Argument. New York: St. Martin's,2018.

ISBN: ISBN: 978-0393631678

Reading Level of Text, Grade: Reading level of text, Grade: 13 Verified by: Verified by: Christina Salvin

Recommended Other Texts and Materials

They Say, I Say: The Moves That Matter in Academic Writing. Gerald Graff and Cathy Birkenstein. Norton, 2014. List Price: $25.30 on Amazon

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV A2, effective 200670

CSU GE:

CSU A2, effective 200670

IGETC:

IGETC 1A, effective 200670

CSU TRANSFER:

Transferable CSU, effective 200670

Not Transferable

UC TRANSFER:

Transferable UC, effective 200670

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N
Classification: Y
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: 100
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: CCC000583519
Sports/Physical Education Course: N
Taxonomy of Program: 150100