

**ENGL 1A Course Outline as of Fall 2013****CATALOG INFORMATION**

Dept and Nbr: ENGL 1A      Title: COLLEGE COMPOSITION  
 Full Title: College Composition  
 Last Reviewed: 5/13/2024

| Units   | Course Hours per Week |                   | Nbr of Weeks |      | Course Hours Total |       |
|---------|-----------------------|-------------------|--------------|------|--------------------|-------|
| Maximum | 4.00                  | Lecture Scheduled | 4.00         | 17.5 | Lecture Scheduled  | 70.00 |
| Minimum | 4.00                  | Lab Scheduled     | 0            | 8    | Lab Scheduled      | 0     |
|         |                       | Contact DHR       | 0            |      | Contact DHR        | 0     |
|         |                       | Contact Total     | 4.00         |      | Contact Total      | 70.00 |
|         |                       | Non-contact DHR   | 0            |      | Non-contact DHR    | 0     |

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

Critical reading and discussion of college-level texts with emphasis on expository and argumentative prose. Composition predominantly of analytical, reasoned, and reflective prose with particular focus on research as it pertains to supporting expository and argumentative essays.

**Prerequisites/Corequisites:**

Completion of ENGL 100 or ESL 100 or ENGL 309 or higher (V8) OR Qualifying Test Score of 125 in ENGL

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Critical reading and discussion of college-level texts with emphasis on expository and argumentative prose. Composition predominantly of analytical, reasoned, and reflective prose with particular focus on research as it pertains to supporting expository and argumentative essays. (Grade Only)

Prerequisites/Corequisites: Completion of ENGL 100 or ESL 100 or ENGL 309 or higher (V8)  
OR Qualifying Test Score of 125 in ENGL

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

### **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

|                      |                      |                       |            |           |
|----------------------|----------------------|-----------------------|------------|-----------|
| <b>AS Degree:</b>    | <b>Area</b>          |                       | Effective: | Inactive: |
|                      | A                    | English Composition   | Fall 1981  |           |
| <b>CSU GE:</b>       | <b>Transfer Area</b> |                       | Effective: | Inactive: |
|                      | A2                   | Written Communication | Fall 1981  |           |
| <b>IGETC:</b>        | <b>Transfer Area</b> |                       | Effective: | Inactive: |
|                      | 1A                   | English Composition   | Fall 1981  |           |
| <b>CSU Transfer:</b> | Transferable         | Effective:            | Fall 1981  | Inactive: |
| <b>UC Transfer:</b>  | Transferable         | Effective:            | Fall 1981  | Inactive: |

#### **CID:**

CID Descriptor: ENGL 100 College Composition  
SRJC Equivalent Course(s): ENGL1A OR EMLS10

#### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

### **COURSE CONTENT**

#### **Outcomes and Objectives:**

Upon completion of the course, students will be able to:

Reading--From expository essays and full-length works of non-fiction:

1. Identify the main idea or thesis.
2. Identify the sequencing or order of the ideas presented.
3. Explain how the writer supports and illustrates ideas and connects them to the thesis.
4. Paraphrase and summarize paragraphs and essays.
5. Annotate an essay with appropriate comments.
6. Identify the stylistic features of an essay.
7. Identify an essay's tone.
8. Distinguish between literal and inferential information and identify.
9. Identify argumentative techniques and recognize logical fallacies.
10. Articulate comprehension of complex, college-level texts in writing or in class discussions.
11. Articulate opinions and assumptions in relation to reading material.

Writing--:

1. Per IGETC standards write expository and argumentative essays, each with a clearly identifiable thesis, totalling 6,000 to 8,000 words.

2. Organize essays, paragraphs, and sentences logically and coherently.
3. Develop paragraphs with concrete, appropriate, and relevant details.
4. Apply knowledge of rhetorical patterns to effectively shape paragraphs.
5. Write essays which express a mature attitude toward their subject with a consistent and appropriate point of view.
6. Write analytical essays responding to opposing arguments and avoiding logical fallacies in argumentative/persuasive writing.
7. Revise essays for clarity, precision, sentence variety, correct diction, and appropriate voice.
8. Recognize and correct errors in punctuation, grammar, and spelling.
9. Apply appropriate and effective writing strategies to in-class essays.

#### Research:

1. Demonstrate facility with college-level library research techniques including online research tools.
2. Recognize the difference between primary and secondary sources.
3. Use MLA format in citing research.

#### Topics and Scope:

##### I. Reading for College Classes

###### A. Reading for comprehension

1. Analysis
2. Synthesis
3. Evaluation
4. Acquiring college-level vocabulary

###### B. Reading for content information

###### C. Reading for study purposes

###### D. Reading to write

###### E. Understanding and Applying Organizational Patterns

1. Narrative
2. Description
3. Process
4. Definition
5. Compare and Contrast
6. Cause and Effect
7. Analysis/Synthesis
8. Argument/Persuasion

##### II. The Writing Process

###### A. Pre-writing

###### B. Drafting

###### C. Revision

###### D. Editing

###### E. Formatting

###### F. The recursive nature of the process

##### III. Writing as Inquiry

###### A. Identifying the writer's purpose

###### B. Rhetorical strategies

###### C. Identifying tone

###### D. Analyzing style and diction

#### IV. Structuring Essays

##### A. Introductory devices

##### B. Thesis statements

##### C. Organizing the body

1. Applying rhetorical strategies to create effective arguments
2. Using research to effectively support arguments
3. Choosing appropriate diction to refine arguments

##### D. Stylistics

1. Diction and vocabulary
2. Voice
3. Tone

##### E. Conclusions

##### F. Formatting

#### V. MLA style

##### A. Documentation

##### B. Plagiarism

1. Unintentional
2. Intentional

#### VI. Information Literacy

##### A. Library Resources

##### B. Evaluating Sources

##### C. Reading, Analyzing, and Synthesizing Information

#### **Assignment:**

Representative assignments will include but are not limited to:

#### Reading

1. Read a number of essays during the semester with emphasis on critical reading involving analysis, evaluation, and synthesis of ideas from several essays and authors. Students can expect to read 40 to 50 pages per week, except in Summer term 60 to 100 pages per week.
2. Discuss readings in order to examine meaning and theme, organizational patterns, style and rhetoric.
3. Read and analyze the English Department's Work of Literary Merit for the particular semester; or, a full-length work of fiction or non-fiction.

#### Writing

Per IGETC standards, students will write, revise, and edit the equivalent of 6,000 to 8,000 words during the semester. Assignments will be of various lengths focusing on common rhetorical patterns including but not limited to narrative, descriptive, process, cause and effect, evaluation, and argument/persuasion.

1. Weekly in-class or out-of-class focused writing of 500 to 750 words that may become the basis for at least four (4) more developed, revised, and edited essays of greater length and complexity.
2. In-class focused writing of 350 to 700 words in response to reading essays or the Work of Literary Merit.
3. A research paper or essay of 1200 to 1500 words for which library resources and MLA format are used.

4. Specific written exercises to improve specific aspects of writing, such as: thesis invention; organization; development; style; tone; diction; etc.
5. Specific exercises in paraphrasing, summarizing, annotation.
6. Five to seven (5 to 7) responses to readings in which students will write about various topics as part of analyzing assigned course readings.
7. Quizzes and exams, including in-class essay exams.

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

|   |                     |
|---|---------------------|
| Essays of varying lengths; reading journals; writing exercises dealing with grammar and style; written analyses of readings | Writing<br>70 - 80% |
|---|---------------------|

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

|                            |                            |
|----------------------------|----------------------------|
| Library research exercises | Problem solving<br>5 - 10% |
|----------------------------|----------------------------|

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

|      |                                |
|------|--------------------------------|
| None | Skill Demonstrations<br>0 - 0% |
|------|--------------------------------|

**Exams:** All forms of formal testing, other than skill performance exams.

|  |                  |
|--|------------------|
| Multiple choice, Matching items, Completion, Short Answer; Essay Exams | Exams<br>5 - 20% |
|--|------------------|

**Other:** Includes any assessment tools that do not logically fit into the above categories.

|   |                           |
|---|---------------------------|
| Attendance and participation in class discussions | Other Category<br>5 - 15% |
|---|---------------------------|

**Representative Textbooks and Materials:**

- Best American Essays of 2011. Ed. Edwidge Danticat, Houghton Mifflin, 2011.
- Best American Essays of the Century. Oates and Atwan, eds., Mariner, 2001.(Classic)
- Ways of Reading. Bartholme, David. Bedford/St. Martin's Press, 2010.
- How a Writer Works. Garrison, Roger H., Addison-Wesley, Revised 1997. (Classic)
- Rules for Writers, SRJC. Hacker, Diana , Bedford/St. Martin's, 2011.
- The Norton Reader, 12th Edition. Peterson, Brereton. Norton, 2008.
- 50 Essays: A Writer's Anthology. Cohen et al. Bedford/St. Martins, 2010.

**Work of Literary Merit (W.O.L.M):**

Each semester the English Department selects a Work of Literary

Merit for all 1A students. Typically, at least four faculty lectures are given and special library resources are provided for this project.

Instructor prepared materials