

ENGL 1A Course Outline as of Fall 2002**CATALOG INFORMATION**

Dept and Nbr: ENGL 1A Title: READING & COMP

Full Title: Reading & Composition

Last Reviewed: 10/22/2018

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 works in various literary forms. Composition predominantly of reasoned and reflective prose. Content and emphasis of particular sections specified in the English Department's course description bulletin "A Hundred Doors" issued every year.

Prerequisites/Corequisites:

ENGL 100B or ENGL 100

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

Description: Critical reading & discussion of various literary forms. Composition predominantly of reasoned & reflective prose. (Grade Only)

Prerequisites/Corequisites: ENGL 100B or ENGL 100

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN ENGL2)(ENGL 1A+ENGL 1B=ENGL SEQ A)

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

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	A	English Composition	Fall 1981	
CSU GE:	Transfer Area		Effective:	Inactive:
	A2	Written Communication	Fall 1981	
IGETC:	Transfer Area		Effective:	Inactive:
	1A	English Composition	Fall 1981	
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:

CID:

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

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

READING - From expository essay and argumentative essays at or above grade 13 level, students will:

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 connect 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 the use of assumptions and biases.
9. Identify argumentative techniques and recognize logical fallacies.
10. Identify their opinions and assumptions in relation to reading material.

WRITING - Students will:

1. Write 6,000 to 8,000 words in expository and argumentative essays, each with a clearly identifiable thesis.
2. Organize their essays, paragraphs, and sentences logically and coherently.
3. Show development in paragraphs with concrete, appropriate, and relevant details.
4. Write essays which express a mature attitude toward their subject with a consistent and appropriate point of view.
5. Write argumentative essays responding to opposing arguments and avoiding logical fallacies.

6. Revise their prose for clarity, precision, and variety of sentences; correct diction; and appropriate voice.
7. Recognize and correct errors in punctuation, grammar, and spelling.
8. Demonstrate familiarity with elementary library research techniques and with the basic reference works and facilities of the college library.

Topics and Scope:

READING-

Students will:

1. Read a number of essays during the semester with emphasis on critical reading involving analysis, evaluation, and synthesis of ideas from several essays/authors,
2. Discuss readings in order to examine and learn the above objectives,
2. Read/study/analyze the English Department's Work of Literary Merit for the particular semester.

WRITING-

Students will:

1. Write significant number of essays during the semester of various lengths, amounting to 6,000 to 8,000 words, primarily narrative/descriptive but will also write expository/informative and argumentative/persuasive prose,
2. Use revision skills frequently taught using writers' workshop methods or individual conferences/tutorials.

Assignment:

WRITING:

1. Weekly out-of-class essays or out-of-class essays for which drafting/revision equivalent to a weekly essay are required.
2. In-class essays in response to reading essays or the Work of Literary Merit.
3. A research paper or essays for which library resources are used.
4. Specific exercises to work with aspects of writing, such as thesis invention; organization; development; style; tone; diction; etc.
5. Specific exercises in paraphrasing, summarization, annotation, recognizing logical fallacies, etc.
6. A journal in which students practice writing to various topics and responding to assigned course readings.

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.

Written homework, Reading reports, Term papers, READING/WRITING JOURNALS

Writing 70 - 95%

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

None

Problem solving
0 - 0%

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

None

Skill Demonstrations
0 - 0%

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

Multiple choice, Matching items, Completion, SHORT ANSWER

Exams
5 - 20%

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

ATTENDANCE/PARTICIPATION

Other Category
0 - 15%

Representative Textbooks and Materials:

Atwan, Robert. TEN ON TEN, St. Martin's Press, 2000.

Bartholme, David. WAYS OF READING, St. Martin's Press, 1998

Colombo, Gary, ed.. REREADING AMERICA, St. Martin's Press, 1998

Garrison, Roger H. HOW A WRITER WORKS, Addison-Wesley, 1985.

Hacker, Diana. A WRITER'S REFERENCE, St. Martin's Press, 1998.

Smart, William. EIGHT MODERN ESSAYISTS, St. Martin's Press, 1994.

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 provided for this project.

The following have been works studied.

CANDIDE, Voltaire.

THE MAYOR OF CASTORBRIDGE, Hardy.

HENDERSON THE RAIN KING, Bellow.

AS I LAY DYING, Faulkner.

THE HORSE'S MOUTH, Cary.

PRIDE AND PREJUDICE, Austen.

A GATHERING OF OLD MEN, Gaines.

THE TEMPEST and AS YOU LIKE IT, Shakespeare.

THE MILAGRO BEANFIELD WARS, Nichols.

THE ADVENTURES OF HUCKLEBERRY FINN, Twain.

TO THE LIGHTHOUSE, Woolf.

MADAME BOVARY, Flaubert.

HEART OF DARKNESS, Conrad

THE THINGS THEY CARRIED, O'Brien

"GIMPEL THE FOOL" AND OTHER STORIES, Singer

ALICE IN WONDERLAND, Carroll

BELOVED and SONG OF SOLOMON, Morrison
INVISIBLE MAN, Ellison
WAITING FOR THE BARBARIANS, Coetzee
DUBLINERS, Joyce
SNOW FALLING ON CEDARS, Guterson
THE WOMAN WARRIOR, Kingston
CEREMONY, Silko