

**ENGL 1A Course Outline as of Summer 2019****CATALOG INFORMATION**

Dept and Nbr: ENGL 1A Title: COLLEGE COMPOSITION

Full Title: College 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:**

This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. The course emphasizes critical reading and discussion of primarily non-fiction, college-level texts with emphasis on expository and argumentative prose.

**Prerequisites/Corequisites:**

Completion of English 309, English 100, ESL 100 &lt;a

href='https://assessment.santarosa.edu/what-appropriate-placement-based-ab-705-mandates' class='NormalSiteLink' target='\_New'>or appropriate placement based on AB 705 mandates</a>

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

Description: This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking,

research strategies, information literacy, and documentation. The course emphasizes critical reading and discussion of primarily non-fiction, college-level texts with emphasis on expository and argumentative prose. (Grade Only)

Prerequisites/Corequisites: Completion of English 309, English 100, ESL 100 <a href='https://assessment.santarosa.edu/what-appropriate-placement-based-ab-705-mandates' class='NormalSiteLink' target='\_New'>or appropriate placement based on AB 705 mandates</a>

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 ESL10

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

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Demonstrate an understanding of a variety of discipline-specific skills, strategies, and resources that facilitate the acquisition of college composition conventions and academic discourse.
2. Demonstrate the capacity to comprehend, summarize, analyze, evaluate, and synthesize college-level texts of various lengths and genres, primarily non-fiction.
3. Write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts.
4. Locate, evaluate, analyze, and synthesize outside source materials and integrate them into writing assignments using MLA style.
5. Engage in inquiry and analysis of texts to determine how meaning is constructed and how it relates to the reader.

### **Objectives:**

## Critical Reading, Thinking, and Inquiry

1. Demonstrate close reading strategies in order to comprehend primarily non-fiction texts through techniques such as identifying format, genre, purpose, and audience.
2. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
3. Demonstrate, in writing and discussion, the conclusions of textual analysis, including an understanding of a text's coherence and structure.
4. Summarize a text's thesis and major supporting points.
5. Evaluate a variety of ideas and perspectives through course readings, discussions, and writing assignments.
6. Engage in deep analysis of ideas, issues, and themes that surface in course readings and assignments.
7. Understand the role and value of their own critical reading, writing, and inquiry practices.
8. Critically read, analyze, and evaluate a variety of primarily non-fiction texts to make inferences and identify biases and assumptions, to construct meaning from text and make connections to the world around them.

## Writing

1. Per IGETC standards, students will write, revise, and edit predominantly academic essays totaling 6,000 to 8,000 words.
2. Organize and develop essays and paragraphs logically and coherently with relevant and sufficient support, demonstrating effective use of rhetorical strategies.
3. Revise essays, paragraphs, and sentences for coherence and development.
4. Write timed/in-class essay(s) exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
5. Demonstrate the capacity to employ academic writing conventions without any disruptive errors of punctuation, grammar, and spelling to achieve one's desired rhetorical purpose.

## Information Literacy and Research

1. Demonstrate facility with research techniques, including use of library and online tools.
2. Evaluate ideas and arguments that address a variety of social and cultural topics from different points of view.
3. Recognize the difference between primary and secondary sources.
4. Synthesize ideas from outside source materials to draw evidence-based conclusions.
5. Integrate outside source material into writing assignments using MLA format for essays and Works Cited.
6. Understand the ethical implications of source attribution to avoid plagiarism.

## Topics and Scope:

### I. Critical Reading, Thinking, and Inquiry

#### A. Pre-reading

1. Survey
2. Ask focus questions
3. Develop a purpose and plan for reading

#### B. Active Reading

1. Annotate text
2. Activate prior knowledge
3. Make predictions

4. Ask focus questions
  5. Visualize
  6. Monitor Comprehension
    - a. Words and phrases
    - b. Sentences
    - c. Paragraphs
    - d. Major versus minor details
    - e. Paraphrases
    - f. Summaries
  7. Make connections (intratextual, intertextual, and to lived experiences)
    - a. Distinguishing between knowledge/expertise/lived experiences
    - b. Maintaining an inquisitive stance
    - c. Assessing the veracity of a text
    - d. Recognizing and critiquing the patterns in texts to develop an argument
    - e. Synthesizing ideas from multiple texts
- C. Reading Analysis and Response
1. Analyze rhetorical situation and appeals
    - a. Genre
    - b. Purpose
    - c. Audience
    - d. Context
    - e. Style and Tone
    - f. Persuasive appeals (logos, ethos, pathos)
  2. Analyze Language
    - a. Repetitive and synonymous language patterns
    - b. Transitional language
    - c. Linking language
    - d. Figurative language (such as simile, metaphor, and euphemism)
    - e. Syntax
    - f. Level of diction
    - g. Explicit and implicit bias
  3. Understanding Organization, Ideas, and Details
    - a. Text's major components
      - i. Introduction
      - ii. Body
      - iii. Conclusion
    - b. Relationships between a text's thesis and supporting evidence
    - c. Relationships between a text's ideas and its details
    - d. Relationship between a text's rhetorical modes and the text's meaning

## II. Writing

- A. Writing Prompts and Assignments
1. Analyzing writing prompts and assignments
  2. Developing a writing plan with a purpose and focus
- B. Writing Process
1. Using prewriting techniques
    - a. Brainstorming
    - b. Free writing
    - c. Mapping, clustering
    - d. Outlining
  2. Drafting
    - a. Developing thesis

- b. Organization
- c. Development
- d. Support
- 3. Revising drafts
  - a. Content
  - b. Organization
  - c. Style
  - d. Tone
  - e. Diction
- 4. Proofreading and editing for clarity, fluency, and conventions of academic English
  - a. Syntax
  - b. Sentence structure and variety
  - c. Grammar
  - d. Punctuation
  - e. Mechanics
- C. Content for Essays and Other Course Writing Assignments
  - 1. Establishing a clear writing purpose for intended audience and medium
  - 2. Developing a clear thesis
  - 3. Integrating effective text-based support from one or more sources
    - a. Examples
    - b. Details
    - c. Evidence
  - 4. Creating focused and unified paragraphs
    - a. Introductory
    - b. Supporting
    - c. Concluding
  - 5. Analyzing for unity and coherence
    - a. Transitions and linking language between and within paragraphs
    - b. Repetition and synonymous language that creates coherence
  - 6. Employing academic English suitable for writing situation
  - 7. Using Modern Language Association (MLA) format
- D. Style and Diction
  - 1. Creating figurative language
  - 2. Avoiding wordiness
  - 3. Choosing effective vocabulary
- E. In-Class Essays
  - 1. Analyzing essay prompt or question
  - 2. Developing a thesis
  - 3. Making an outline
  - 4. Writing draft
  - 5. Managing time effectively during the writing process
  - 6. Proofreading for clarity and wording

### III. Information Literacy and Research

- A. Source material research and evaluation
  - 1. Learning the language of, and rationale for, research skills
    - a. Primary and secondary sources
    - b. Subscription databases versus web-based sources
    - c. Documentation styles
    - d. Plagiarism
      - i. Unintentional
      - ii. Intentional

2. Locating and evaluating books and multimedia sources
  3. Identifying and using subscription databases
  4. Understanding differences among and appropriateness of various genres (books, newspaper and magazine articles, journal articles, Internet articles, audiovisual texts, etc.)
  5. Retrieving source materials selected during searches
  6. Evaluating sources
    - a. Authority
    - b. Purpose
    - c. Objectivity (bias, assumptions)
    - d. Publication date
    - e. Thoroughness
    - f. Relevance to student's research
- B. Integrating ideas from source material into student's own writing
1. Reading, Analyzing, Summarizing and Synthesizing Information to reach evidence-based conclusions
  2. Creating a works cited list, annotated bibliography, or research plan with correct MLA format

### **Assignment:**

#### Assignments

1. Quizzes (0-16)
2. Exams (0-4)
3. Timed in-class essay assignment(s) (1-4)

#### Critical Reading, Thinking, and Inquiry

1. Weekly reading of primarily non-fiction texts (10-50 pages)
2. Weekly reading-based writing and discussion assignments, such as:
  - a. Annotating, paraphrasing, and summarizing exercises/activities
  - b. Reading responses, reading journal entries and/or double entry reading logs
  - c. Jigsaw reading activities
  - d. Posts and replies to Canvas discussion boards
  - e. Metacognitive reading assignments, such as completing the Metacognitive Awareness Reading Strategies Inventory (MARSI)

#### Writing

1. 6,000-8,000 words of formal writing which represent various types of essays (narrative, expository, argumentative, research, etc.), though predominantly academic in form/style, including timed/in-class essays
2. Low stakes, formative writing assignments, such as:
  - a. Writing exercises to improve specific aspects of writing, such as thesis formation, organization, development, style, tone, etc.
  - b. Writing activities to engage the inquiry process
  - c. Writing activities that engage students in all aspects of the writing process
  - d. Specific exercises in paraphrasing, summarizing, annotating
  - e. Written responses to guest presenters and special presentations
  - f. Written or presentation assignments that show students tracing a news source, such as a designated column in the local newspaper
  - g. Reflective writing focused on setting goals, exploring meta-narratives about what kind of reader, writer, and student they are, and exploring implicit bias

- h. Interest and knowledge inventory activities that encourage curiosity and invite students to demonstrate their own expertise
- i. Quote, Analysis, Question, Connection (QAQC) practice assignments

### Information Literacy and Research

1. Researched-based, problem-solving exercises/projects, for which library resources & MLA format are used, such as:
  - a. Quoting, paraphrasing, summarizing, and annotation exercises
  - b. Annotated Bibliography (with or without an accompanying essay or presentation)

### 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.

Academic expository and argumentative essays, inclusive of research; low-stakes, formative writing assignments; In-class essay(s), reading-based writing

Writing  
60 - 70%

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

Researched-based, problem-solving exercises/projects

Problem solving  
5 - 20%

**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.

Quizzes; Exams

Exams  
0 - 10%

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

Attendance and Participation; Weekly reading-based writing and discussion assignments

Other Category  
5 - 20%

### Representative Textbooks and Materials:

- Handbooks:

Understanding Rhetoric: a Graphic Guide to Writing. 2nd ed. Losh, Elizabeth and Alexander, Jonathan and Cannon, Kevin. 2017

A Pocket Style Manual. 8th ed. Hacker, Diana and Sommers, Nancy. Bedford/St. Martin's. 2017  
College Composition and Reading: Information and Strategies. 4th ed. Lukas, Linda. Kendall Hunt. 2017

Rules for Writers. 8th ed. Hacker, Daina and Sommers, Nancy. Bedford/St. Martin's. 2016

- Essay Collections

Emerging. 3rd ed. Barrios, Barclay. Bedford/St. Martin's. 2015

Best American Academic Essays. 7th ed. Atwan, Robert. 2013 (classic)

Teaching Critical Thinking. Hooks, Bell. Routledge. 2010 (classic)

Collected Essays. Baldwin, James. Library of America. 1998 (classic)

- Themed Readers

Pursuing Happiness: A Bedford Spotlight Reader. Parfitt, Matthew and Skorczewski, Dawn. Macmillan Learning. 2016

Food Matters: A Bedford Spotlight Reader. Bauer, Holly. Macmillan Learning. 2016

- Non-fiction Full-Length Texts and Memoir

Black Man in a White Coat: A Doctor's Reflections on Race and Medicine. Tweedy, Damon. Picador. 2016

All the President's Men. Woodward, Bob and Bernstein, Carl. Simon and Schuster. 2014 (classic)

Radical: My Journey out of Islamist Extremism. Nawaz, Maajid. Lyons Press. 2013 (classic)

Borderlands: La Frontera. 4th ed. Anzaldúa, Gloria. Aunt Lute Books. 2012 (classic)

Dreams from My Father. Obama, Barack. Broadway Books. 2004 (classic)

Education is Politics: Critical Teaching Across Differences. Pari, Caroline and Shor, Ira. Heinemann. 2000 (classic)

The Sunflower: On the Possibilities and Limits of Forgiveness. Wiesenthal, Simon. Schocken. 1998 (classic)

The Autobiography of Malcolm X. Haley, Alex. Ballantine Books. 1987 (classic)

- Fiction

The Underground Railroad. Whitehead, Colson. Doubleday. 2016

Americanah. Adichie, Chimamanda. Anchor. 2014 (classic)

America is in the Heart. Bulosan, Carlos. University of Washington Press. 2014 (classic)

A Thousand Splendid Suns. Hosseini, Khaled. Riverhead Books. 2008 (classic)

A Gesture Life. Lee, Chang-rae. Riverhead Books. 2000 (classic)

When We Were Orphans. Ishiguro, Kazuo. Vintage. 2001 (classic)

The Handmaid's Tale. Atwood, Margaret. Anchor. 1998 (classic)

WOLM selections

Multimedia Texts:

Black Panther. Coates, Ta-Nehisi. Marvel Worldwide, 2017