

CATALOG INFORMATION

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

Full Title: Reading & 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 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:
Placement on the English assessment test into English 1A; OR Completion of ENGL 100B or higher (V8); OR ENGL 100; OR ENGL 102 OR ESL 100

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
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. (Grade Only)
Prerequisites/Corequisites: Placement on the English assessment test into English 1A; OR

Completion of ENGL 100B or higher (V8); OR ENGL 100; OR ENGL 102 OR ESL 100
 Recommended:
 Limits on Enrollment:
 Transfer Credit: CSU;UC.
 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:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

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

Reading - From expository essays, full-length works of non-fiction, and short and full-length works of fiction at or above grade 13 level:

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

Writing:

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. Develop 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 college-level library research techniques and with the basic reference works and facilities of the college library.
9. Use MLA or APA format in citing research.

Topics and Scope:

I. Reading as Inquiry

- A. Reading Strategies
- B. Reading for Content Information
- C. Reading for Study Purposes
- D. Reading to Write

II. Analyzing Literature

- A. Approaches to Literary Analysis
- B. The Elements of Fiction and Non-Fiction Literature
- C. Writing About Literature

III. The Writing Process

- A. Pre-writing
- B. Drafting
- C. Revision
- D. Editing
- E. Formatting
- F. The Recursive Nature of the Process

IV. Writing as Inquiry

- A. Identifying the Writer's Purpose
- B. Rhetorical Strategies
- C. Identifying Tone
- D. Analyzing Style and Diction

V. Organizational Patterns

- A. Narrative
- B. Description
- C. Process
- D. Cause and Effect
- E. Analysis/Synthesis
- F. Argument/Persuasion

VI. Structure of an Essay

- A. Introductory Devices
- B. Thesis Statements
- C. Organizing the Body
- D. Conclusions
- E. Formatting

VII. MLA/APA Styles

A. Documentation

B. Plagiarism

C. Academic Research

VIII. Stylistics

A. Diction and Vocabulary

B. Voice

C. Tone

Assignment:

Representative assignments may include:

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/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 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

Student will write, revise, and edit the equivalent of 6,000 to 8,000 words during the semester. Assignments will be of various lengths focussing 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 essays of 500 to 750 words that may become the basis for a more developed essay of greater length and complexity.
2. In-class essays of 750 to 1000 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 or APA format are used.
4. Specific written exercises to work with aspects of writing, such as: thesis invention; organization; development; style; tone; diction; etc.
5. Specific exercises in paraphrasing, summarizing, annotation, recognizing logical fallacies, etc.
6. A journal in which students will write about various topics and responding to 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
70 - 80%

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; Essay Exams

Exams
5 - 20%

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

Attendance and participation in class discussions

Other Category
5 - 15%

Representative Textbooks and Materials:

Best American Essays, 2007 ed. Atwan, Robert, Houghton Mifflin, 2007.
Ways of Reading. Bartholme, David. Bedford/St. Martin's Press, 2008.
How a Writer Works. Garrison, Roger H., Addison-Wesley, 1985.
A Writer's Reference. Hacker, Diana, St. Martin's Press, 2007.
The Norton Reader. Peterson, Brereton. Norton, 2005.
50 Essays: A Writer's Anthology. Cohen et al. Bedford/St. Martins, 2008.

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.

Instructor prepared materials