

CATALOG INFORMATION

Dept and Nbr: ENGL 1A            Title: READING & COMP  
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:**  
Qualifying score on English Placement Test or completion of Engl 100B or Engl 104 with a grade of "C" or better.

**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: Qualifying score on English Placement Test or completion of Engl 100B or Engl 104 with a grade of "C" or better.  
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:**

<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:**

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. Abstract the main idea or thesis.
2. Articulate 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 essay, 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 elementary library research techniques and with the basic reference works and facilities of the college library.

### **Topics and Scope:**

NOTE: The following represents general criteria and typical content. Particular themes and emphasis are published every year in the English Department bulletin, A HUNDRED DOORS.

#### **READING-**

1. Students 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. Readings are followed by class discussions/exercises to examine and learn the above objectives.
3. All students read/study/analyze the English Department's Work of Literary Merit for the particular semester.

#### **WRITING-**

1. Students write significant number of essays during the semester of various lengths, amounting to 6,000 to 8,000 words.
2. Some essays may be primarily narrative/descriptive but the course emphasizes expository/informative and argumentative/persuasive prose.
3. Revision skills are frequently taught using writers' workshop methods or individual conferences/tutorials.

### **Assignment:**

NOTE: The following represent types of assignments in English 1A.

#### **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  
0 - 100%

**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  
0 - 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:**

Rhetorics:

HOW A WRITER WORKS by Garrison.

ON WRITING WELL by Zinsser.

THE COMPLETE STYLIST by Baker.

STEPS TO WRITING WELL by Wyrick.

Readers:

A WRITER'S READER by Emblen/Hall.

STUDENT WRITERS AT WORK by Sommers/McQuade.

ESSAYS FOR THE 80'S by Wyrick.

Handbooks:

WRITING: A COLLEGE HANDBOOK by Heffernan/Lincoln.

MLA HANDBOOK by Giboldi/Achtert.

Work of Literary Merit (W.O.L.M): Each semester the English Department select 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. In the past the following have been works studied.

CANDIDE by Voltaire.

THE MAYOR OF CASTORBRIDGE by Hardy.

HENDERSON THE RAIN KING by Bellow.

AS I LAY DYING by Faulkner.

THE HORSE'S MOUTH by Cary.  
PRIDE AND PREJUDICE by Austen.  
A GATHERING OF OLD MEN by Gaines.  
THE TEMPEST by Shakespeare.  
THE MILAGRO BEANFIELD WARS by Nichols.  
THE ADVENTURES OF HUCKLEBERRY FINN by Twain.  
TO THE LIGHTHOUSE by Wolfe.  
MADAME BOVARY by Flaubert.  
HEART OF DARKNESS by Conrad.