



ENGL 101 - Freshman Composition

Catalog Entry

Discipline English

Course Number 101

Course Title Freshman Composition

Units: 4.000

Lecture Hours: 72.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 72.000

Additional Outside-of-Class Hours:

Total Outside Class Hours: 144.000

Total Student Learning Hours: 216.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 100

Requisites

Prerequisite: Eligibility for college-level composition as determined by a qualifying profile from the English placement process.

Catalog Description

Expository and argumentative essays and the research paper. Special interest sections described in schedule of classes.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Demonstrate proficiency in summarizing, paraphrasing, and analyzing texts.
2. Demonstrate proficiency in supporting complex thesis statements with sufficient support.
3. Demonstrate proficiency in using standard written English.
Demonstrate proficiency in integrating and documenting appropriately chosen sources in MLA
4. format (or when appropriate to the assignment APA format) in an academic research paper.

Course Objectives

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

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support
3. Develop varied and flexible strategies for generating, drafting, and revising essays
4. Analyze stylistic choices in their own writing and the writing of others
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation

Course Content

Course Lecture Content

All segments are recursive and ongoing.

- I. Purpose, Audience, Strategies—various rhetorical purposes; the needs of various audiences; use of a variety of strategies to develop a text for a specific purpose and to appeal to a specific audience.
- II. Critical Reading—understanding texts at both the literal, interpretive, and evaluative level and, when appropriate, beyond it, moving toward establishing the reader's own informed opinions, writing summaries that accurately reflect the original, and being an active, engaged reader of both non-fiction and fictional works.
- III. The Writing Process—generating ideas for a draft through prewriting techniques, writing, revising, and editing. In preparing a completed draft for evaluation, the student will generate ideas through

prewriting techniques, plan and organize those ideas, write a rough draft, revise it for content, form, and appropriateness of expression, and edit it for technical correctness.

IV. Finding and Limiting Topics and Methods of Framing Thesis Statements—choosing appropriate mode to find and limit a topic and using certain sentence patterns to frame an effective thesis statement for a variety of rhetorical purposes.

V. Basic Structure of the Essay—understanding the distinct parts of an essay and how to craft them, including effective introductions; significant, clearly defined thesis or guiding statements; unified and coherent developmental paragraphs with focusing topic statements and clear transitions; and conclusions that reframe the essential elements of the essay and provide the paper with an effective sense of closure while avoiding mere repetition of the introduction.

VI. Sentence Structure, Diction, and Mechanics—developing style and sentence variety and correctness by observing, analyzing, and imitating written models, through sentence combining and by applying customary rules of grammar, punctuation, and spelling.

VII. Resources and the Research Paper—The student will use the library and other resources such as the Internet to gather evidence for the research paper. In addition, the student will choose a topic, limit it appropriately, take notes, organize information, and write a paper, documenting and citing sources using MLA format or, if appropriate given the class' focus (a course paired with a Social Science or MESA partner class, for example), APA format.

Course Materials

Textbook

Axelrod, Rise B., Charles R. Cooper, Ellen C. Carillo, and Wallace T. Cleaves St. Martin's Guide to Writing 13 Bedford St. Martin's 9781319374471 2022

Langan, John and Zoe Albright College Writing Skills with Readings 10th McGraw Hill 9781259680939 2019

McCuen-Metherell, and Anthony C. Winkler Readings for Writers (with APA updates and MLA 2021 update card) 16th Cengage 9780357792582 2020

Kennedy, X.J., D. Kennedy, J. E. Aaron, and E.K. Repetto Bedford Reader 14th Bedford St. Martin's 9781319203023 2020

Hacker, Diana and Nancy Sommers Bedford Handbook with 2009 MLA revision 10th Bedford St. Martin's 9781457683039 2016

Axelrod, Rise B Reading Critically, Writing Well with 2020 APA and 2021 MLA Updates 12th Bedford St Martin's 9781319462796 2020

Other Required Materials

Plus at least one book-length work of literature to be chosen by the instructor (subject to department chair approval).

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- Class Discussions
 - Directed Learning Activities

Description

Directed Online Teaching Activities (DOTAs) and DLAs at the Learning Center may be used for just-in-time remediation or be required for additional outside assignments or as extra credit assignments as determined by instructors.

- **Field Research**

Description

Field research may be used when appropriate for a given research project, particularly if a class is paired with another course that engages with it regularly.

- **Group Study & Exercises**

Description

Group work, peer editing groups, and/or presentations are used to enhance collaboration, problem-solving, and communication skills

- **Guest Speakers**

Description

Guest speakers may be used when appropriate.

- **Handouts**

- **Instructor Demonstrations**

Description

Instructor modeling, for example of appropriate peer editing feedback or constructive Internet searches.

- **Lecture**

- **Media Presentations**

Description

Use of appropriate multi-media sources.

- **Oral Presentations**

Description

Oral presentations and/or debates.

- **Reading Assignments**

Description

Readings of various essays in different rhetorical modes as samples; must include a book-length work of literature such as a graphic novel, play, novel, collection of short stories.

- **Visual Aids**

- **Writing Projects & Reports**

Description

Essays, quizzes, reading responses/summaries and/or journals, grammar exercises or sentence-combining exercises, self and peer assessments. Minimum 5,000 words of formal academic essay writing (does not include rough drafts or other pre-writing).

- **Other**

Description

Creative projects that emphasize other learning styles such as memes, graphic memoirs, collages, or post cards.

What learning activities or assignments are required outside of class?

Reading Assignments

Reading of assigned works

Practicing active reading skills

Writing Assignments

Grammar Homework

Writing, editing, revising of essays and/or research papers to include at least 5,000 words of formal, academic writing (not including the pre-writing or drafts).

Journals

Other Assignments

Research

Homework, DLAs/DOTAs and/or Library and/or Learning Center Workshops

Preparation for presentations and/or group work

Studying for quizzes and/or exams

Total: 144 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

1. Journals
2. Multiple drafts of expository and argumentative essays completed outside of class
3. Reading comprehension assessments
4. An expository or argumentative essay and/or research papers (5-7 pages), using current MLA parenthetical citation/work cited format or, if appropriate given the class, APA format
5. Expository and argumentative essay(s) written in class
6. Final essay examination

7. Group exercises and/or presentations with peer and self-assessments
8. Class participation/discussion
9. Homework/grammar exercises/sentence-combining exercises
10. DLAs and/or Library or Learning Center research workshops

Final drafts of essays and/or research papers will total at least 5,000 words

All essays and/or research papers written outside of class must be typewritten

(For a sample student format guide, refer to MLA handbook, or if appropriate the APA handbook)

Assessment tools may include:

1. Essays assessed by instructor using a department rubric
2. Reading comprehension assessments (objective or written responses)
3. Writing portfolio
4. Quizzes
5. Peer evaluation through the writing process
6. Self-assessment through the writing process
7. Responses to reading through journals assessed by instructor for content
8. Research papers evaluated by instructor through stages of development
9. Oral presentations evaluated by self, peers, and instructors
10. Bibliographic instruction activity
11. Writing assignments must be a minimum of 60% of course grade

Writing Assignments (Essays, Research Papers, Final): 60-70%

Journal/reading responses: 5-20%

Presentations/Participation 10-30%

Quizzes/Homework/DLAs/Workshops/Grammar 5-30%

*Or as outlined on instructor's syllabus with minimum requirement that writing assignments must be a minimum of 60% of course grade

Grading Scale

A 90 - 100%
B 80 - 89%
C 70 - 79%
D 60 - 69%
F less than 60%

CB11: Course Classification Status Y - Credit Course