## CATALOG ENTRY

**Discipline**
English

**Course Number**
101

**Course Title**
Freshman Composition

**Former Title**
None

**Units**
4.000

**Lecture Hours**
72.000

**Scheduled Laboratory Hours**
None

**TBA**
None

**Total Contact Hours**
None

**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:** ENGL 061, or EMLS 112, or ENGL 061X, or qualifying profile from English placement process

**Corequisite:** None

**Recommended Preparation:** None

**Other:** None

### 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 (Writing)

### Repeatability Code

NR - Non-Repeatable

### Open Entry/Exit

No

### Grading Options

Letter Grade or P/NP

### CIC Approval:

12/03/2018

### STUDENT LEARNING OUTCOMES

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

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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
(Include major topics of the course, time required, and what the student is expected to learn.)

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 Lab Content:
Additional advanced content that will be covered in this honors course.
COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Textbook:
Axelrod, Rise B., and Charles R. Cooper St. Martin's Guide to Writing 12 Bedford St. Martin's 1319104371 2018
Langan, John College Writing Skills with Readings 10th McGraw Hill 9781260092028 2018
Petracca, Michael F., and Madeleine Sorapure Common Culture 7 Longman 1337281042 2016
Axelrod, Rise B Reading Critically, Writing Well. 11th Bedford St Martin's 9781319032753 2016

Recommended Materials:

Software:

Open Educational Resources:
Plus at least one book-length work of literature to be chosen by the instructor (subject to department chair approval).
https://www.

Other Required Materials:

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions

Directed Learning Activities
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.

Electronic Delivery
Some sections may be offered as online and/or hybrid courses, but many instructors choose to utilize Canvas delivery of some assignments or class materials.

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

Guest Speakers
Guest speakers may be used when appropriate.

Handouts

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

Lecture

Oral Presentations
Oral presentations and/or debates.

**Portfolios**

**Reading Assignments**

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

**Research Projects**

A research project utilizing correctly cited and documented sources in the format appropriate for the class and as assigned by discipline (default format for English is MLA).

**Visual Aids**

**Writing Projects & Reports**

Essays, quizzes, reading responses/summaries and/or journals, grammar exercises or sentence combining exercises, self and peer assessments. Minimum 6000 words of formal academic essay writing.

**Other**

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

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**WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

*List activities and hours for each. (Must include reading and writing activities.)*

**Reading Assignments:**

**Writing Assignments:**

**Other Assignments:**

Reading of assigned works; practice active reading skills
Research
Homework, DLAs/Library or Learning Center Workshops
Preparation for Presentations and/or group work
Writing, editing, revising of essays and research paper
Studying for quizzes and/or exams
Total: 144 hours

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**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 research paper, 7-10 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 research paper will total at least 6000 words.
All papers written outside of class must be typewritten
(For a sample student format guide, refer to MLA 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 paper 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 Paper, 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

A= 90-100%
B= 80-89%
C= 70-79%
D= 60-69%
F= 0-59%

Grading Scale:
A 90 - 100%
B 80 - 89%
C 70 - 79%
D 60 - 69%
F < 69%

Honors