

Course Outline Status: Active

TOP Code:

1501.00 - English

Board

Approval 03/17/2011

Date:

Technical Review Approval Date: 12/04/2010

CRC Approval Date: 02/02/2011

MISSION COLLEGE
Associate and Non-Associate Degree
Credit Course Outline

SECTION ONE - Course Specific Information

1. **Type of Credit Course:**

Degree Applicable Non Degree Applicable

2. **Course Number and Title:**

ENGL 001A - English Composition

3. **General Information:**

3 **Total Units** (Based on 16-18 hours per semester for 1 lecture unit, and 48-54 hours per semester for 1 lab unit)

Number of Lecture Units: 3

Number of Student Contact Hours Per Semester: 54

Total hours of student work required outside of class per semester: 108

Number of Laboratory Units: 0

Number of Student Contact Hours Per Semester: 0

Number of Arranged Lab Units: 0

Number of Student Contact Hours Per Semester: 0

Total Hours of Student Work Required Per Semester: 162

Number of Work Experience Units: 0

Students must complete 0 hours of unpaid work experience, or 0 hours of paid work experience, per semester.

Other Contact Hours: 0

Distance Learning: Yes

4. **Size of Class:**

Optimal Class Size based on instructional methodology described: 33

5. **Grade Type:**

Grade Only

6. **Repeatability:**

A student who has previously earned a passing grade in the course may repeat this course 0 time(s).

7. **Recommended for Credit By Examination:**

No

8. **Catalog Description**

This course emphasizes the techniques of English composition with emphasis on the process of learning to write clearly and effectively and to read analytically. English 1A fulfills the English requirement for the Associate degree; this is a baccalaureate course.

9. **Description for the Schedule of Classes**

This English composition course emphasizes the writing of college-level essays, research writing, argument, and analytical reading skills.

10. **Content Review**

List any prerequisites, corequisites, and advisories here.

Advisory

Eligibility for ENGL 001A and READ 053

Prerequisite ENGL 908 or qualifying score on the English Placement Assessment.

(Prior completion of English 108A, an older version of English 908, with a minimum grade of CR may be substituted for this prerequisite course.)

Advisory LIB 010

11. **Instructional Methodology:**

Audio/Visual

Collaborative Learning

Guided Discussions

Guided Practice

Hands-on

Activities/Exercises

In-Class Writing
Presentations
Peer Critique/Evaluation
Small Group Discussion
Small Group Presentations
Lecture
Distance Education

SECTION TWO - Course Content

1. Course Content and Scope

1. Student Course Objectives

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

1. Create a college-level essay, including an argument and research essay, with an identifiable focus, tailored to a particular audience and purpose, with well-developed, relevant, and clearly organized supporting detail.
2. Effectively perform the steps of the writing process, including narrowing a topic, finding a main idea, developing and organizing a variety of support, drafting, editing, revising, and proofreading.
3. Create clear, grammatical and varied sentences using appropriate diction and correct spelling and punctuation [with no more than five major errors per page].
4. Read, understand, and analyze culturally diverse, college-level writing, including essays, articles, stories, and a full-length fiction or non-fiction book.
5. Locate, evaluate, and effectively synthesize supporting material drawn from readings or other sources in an essay.
6. Precisely document outside sources in his or her essays using current MLA form.
7. Write 8,000-10,000 words of evaluated work.

2. Outline of Topics to be Addressed

1. Essays

1. College level essay form and content
2. The writing process (inventing, organizing, drafting, revising, proofreading)
3. Argument (claim, reasons, logic, evidence, refutation of opposing views)
4. Incorporating reading material into essays through quotation, summary, and paraphrase, using MLA form

2. Reading

1. Strategies for reading, responding to, and analyzing culturally diverse college level readings using critical thinking methods
2. Reading , analyzing, and writing about a full-length fiction or non-fiction book

3. Research

1. Choosing and narrowing a topic for a college level research paper
2. Creating a workable and focused thesis
3. Locating and evaluating a variety of source materials
4. Reading , taking notes, and organizing source material
5. Synthesizing multiple sources smoothly into a research essay
6. Using MLA form for in-text citations and Works Cited page

3. Cultural Pluralism/Diversity

Readings for discussion and topics for writing acknowledge and respect the cultural diversity of the students in our classes.

2. Student Preparation and Evaluation

1. Textbooks and Readings

1. Textbooks

Axelrod, Rise B., Cooper, Charles R., Warriner, Alison. Reading Critically, Writing Well: A Reader and Guide. 8th ed. Boston: Bedford/St. Martin's, 2011.

Axelrod, Rise B., Cooper, Charles R. The St. Martin's Guide to Writing. 9th ed. Boston: Bedford/St. Martin's, 2010.

Columbo, Gary, Robert Cullen, and Bonnie Lisle, eds. Rereading America: Cultural Contexts for Critical Thinking and Writing. 8th ed. Boston: Bedford/St. Martin's, 2010.

Raimes, Ann. Keys for Writers. 6th ed. Boston: Houghton Mifflin, 2011.
department approved handbook

2. Manuals

3. Periodicals

4. Other

3. Writing/Skill Building

Students complete the following types of assignments in order to demonstrate competency in the course objectives: Essays: Summary-response Synthesis Exposition Argument/persuasion Critique Autobiography/memoir Literary analysis Cultural/media analysis Research paper.

To reach 8,000 words, instructors may also assign the following, if evaluated: Summaries Journals Questions/analysis of readings Letters to the editor Self-reflection or evaluation Poems or short stories Some examples of the above are as follows: 1. For

this assignment, you will create an argument for your interpretation of the article or image of your choice. The introduction must summarize the text or describe the image. The thesis must claim that the writer's/creator's intent is [your theory]. Then, you must present and develop several text/image specific reasons for your interpretation. Each aspect of the piece that supports your theory must be developed in a paragraph of its own, and outside research (perhaps regarding symbolism or current issues) may be used to support that the aspect does indeed indicate artistic intent as you have theorized. 2. For this assignment, you will identify a current local problem that has had recent news coverage. You must explain the issue in detail, propose a solution, and then defend your plan. The problem must be presented briefly in the introduction. The solution must also be introduced in your thesis paragraph, wherein the reader is encouraged to consider your solution. You must then present each of your reasons that this solution should be adopted, including research where necessary to lend validity to your reasoning. The paper must end with a call to action, encouraging the reader to become part of this solution.

4. Outside Assignments

Most of the writing assignments, unless they are examinations, are done outside of class. Please see the above examples. Over the course of the term, you will read a novel and to respond to what you read. After reading the assigned portion, you will be given specific questions to answer regarding character choices, issues the characters face, what the author is attempting to say about society, etc. In developing your response, you are encouraged to include why a particular incident or situation is significant to you. Over the course of the term, you will read various pieces from the text, answer questions about the readings, and formulate your own responses to the subject matter.

5. Critical Thinking Assignments

In a research paper in which you will argue regarding one of the impacts of conspicuous consumption, you must, as part of the paper, identify two appeal types (logos, ethos, pathos), be they from your own reasoning or your opposition's. You must also identify at least one logical fallacy on the part of the opposition and explain why the opposition's reasoning is fallacious. Furthermore, you must know what to concede, what to present, what to refute, and how to insert a rebuttal. For this assignment, you will bring in an advertisement and discuss the emotional appeal that is being used (i.e. bandwagon, appeal to status, false authority, etc.). For this assignment, print any of President Obama's speeches and identify in the margins the following five emotional appeal techniques: Imitative language; manipulative imagery; figurative language; sentence/repetitive patterns; word choice.

6. Student Evaluation

Students are evaluated on the basis of grades earned from out of class and in class

essays (including midterm and final), homework, quizzes, reading journals, and the research paper. Grading criteria for essays and research paper: I. Content: A. College level complexity of ideas, evidence of critical thinking B. Development of relevant, specific, sufficient support C. Effective choice of supporting material from readings II. Organization: A. Introduction with clear focus and interesting, specific, manageable thesis B. Body paragraphs using topic sentences or focused on a single subtopic, organized logically and coherently C. Effective transitions D. Conclusion commenting on the significance and relevance of the ideas and evidence III. Audience Awareness: A. Effective title and strategy to get readers' attention B. Clear, varied, correct sentences C. Appropriate, college level diction D. Correct grammar and mechanics E. Awareness of the audience's knowledge of and preconceptions about the topic IV. Documentation A. Effective and correct use of quotes, paraphrases, and summaries from readings B. Effective introduction of sources and in text citations using current MLA form C. Correct and complete Works Cited using current MLA form

SECTION THREE - Course Support

1. Rationale for Course/Needs Assessment

This is the college level English composition class that all college students are required to take. It is the course that students must pass in order to transfer to four year institutions.

2. Discipline Area

(List all acceptable disciplines from state discipline list)
English

3. Resources Needed or Anticipated

Library; Writing lab for supplemental tutoring; Multimedia and computer classrooms; Access to anti-plagiarism resources and online writing lab.

4. Plan for Evaluation of Course

In addition to Program Review, this course will be evaluated by:

This course will be evaluated by the English department instructors and department during Program Review and periodically for student success.

This course will be assessed as part of the Student Learning Outcomes process at least once every 5 years, if not more frequently. Any information coming from the assessment that should have bearing on course revision will be implemented as part of this process.

SECTION FOUR - Transferability and Classification

1. **Request for Transferability**

(Note: Applicable to Associate Degree Level courses only.)

• **California State University (Baccalaureate level):**

Yes

• **University of California (To be submitted to U.C.):**

Yes

2. **Classification of Course for Major and/or General Education**

(Note: Necessary for Associate Degree courses only.)

1. **Are you requesting that this course be added to the requirements for a major?**

Yes - Liberal Arts

2. **Are you requesting that this course satisfy a General Education requirement?**

Yes

Associate Degree General Education - A1 Language and Rationality - English Composition

CSU General Education-Breadth - A2 Comm Eng Lang/Crit Think - Written Communication

IGETC - Area 1A - English Communication - English Composition

Curriculum Approval Date: 02/02/2011

CID: 1962