



ENGL 101 - College Composition

Division: Arts & Humanities

Department: English

Description

This is a writing course emphasizing expository and argumentative essays, which helps students develop the writing skills necessary for success in college-level courses across the disciplines. It also includes instruction in library research and preparation of documented research papers. The course acknowledges the diverse identities of students through a variety of multicultural readings and student writing.

Units and Hours

Units:	4
Lecture:	64 - 72 contact hours per semester
Total Contact Hours:	64 - 72 hours per semester
Total Out of Class Hours:	128 - 144 hours per semester
Total Student Learning Hours:	192 - 216 hours per semester

Requisites and Requisite Analysis

Prerequisite: Eligibility for college level English based on the SBVC Guided Self-Placement process.

Corequisite: Students who require supplemental support to succeed in ENGL 101 may be required to take ENGL 086 or ENGL 087 depending on assessment.

Student Learning Outcomes

Upon successful completion of this course, students should be able to:

1. Read multicultural college-level texts for main ideas, support, style, and tone.
2. Write college-level essays with a well-supported and clearly defined thesis demonstrating focus, employ various rhetorical modes, and make writing decisions based on a diverse academic audience.
3. Write a research paper correctly documenting sources in Modern Language Association (MLA) format.

Course Objectives

1. Compose effective college-level essays which illustrate that the students can do the following:
 - a. Identify the purpose of their writing and make writing decisions based on that purpose.
 - b. Identify an audience for their writing and make writing decisions based on that audience.
 - c. Select a subject appropriate for a writing assignment and narrow its focus.

- d. Construct an effective thesis statement.
 - e. Support a thesis with sufficient and appropriate evidence.
 - f. Use a variety of rhetorical modes.
 - g. Use a variety of methods of development.
 - h. Organize ideas logically.
 - i. Revise essays for unity, coherence, clarity, concision, and tone.
 - j. Edit for errors in grammar, usage, punctuation, and spelling.
 - k. Maintain focus, organization, support and control of sentence level in timed, in-class writing at acceptable college level.
2. Compose effective college-level research papers which illustrate that the students can, in addition, do the following:
 - a. Use standard library sources to gather information.
 - b. Use Internet sources to gather information.
 - c. Evaluate the validity of sources.
 - d. Demonstrate the ability to take notes that summarize, paraphrase, and quote from sources.
 - e. Organize information into an outline for the paper.
 - f. Integrate paraphrased and quoted material into the text.
 - g. Use proper citing techniques following MLA format.
 - h. Construct a works cited page following MLA format.
 3. Read diverse college-level texts for main ideas, support, style and tone, appropriate to a diverse academic environment, and analyze and evaluate the content, structure and support to assess rhetorical efficacy.

Course Content

Lecture Outline

- A. The essay
 1. Purpose
 2. Audience
 3. Tone
- B. Rhetorical modes
 1. Reflection
 2. Narration
 3. Description
 4. Exposition/Persuasion
 5. Argumentation
- C. Methods of development
 1. Summary
 2. Example/illustration
 3. Definition
 4. Comparison/contrast
 5. Cause and effect
 6. Classification
 7. Analysis
- D. Organization

1. Introduction
 2. Thesis statement
 - a. Explicit
 - b. Implied
 3. Body
 - a. Topic sentences
 - b. Support
 - i. Fact vs. opinion
 - ii. Specific vs. general
 - iii. Concrete vs. abstract
 - iv. Logic vs. emotion
 - c. Transitions
 - d. Conclusion
 4. Coherence
 - a. Logical development
 - b. Transitions
 5. Style
 - a. Finding one's voice
 - b. Diction
 - c. Sentence variety
 - d. Active vs. passive voice in verbs
 6. Revision
 - a. Writing as revision: the value of multiple drafts
 - i. Checking for unity
 - ii. Checking for clarity
 - iii. Checking for concision
 - iv. Checking for sufficient development
 - b. Proofreading strategies
- E. The Research Paper
1. Locating and using standard sources
 - a. Databases
 - b. Internet
 2. Developing Information Literacy
 - a. Evaluating sources
 - b. Validity
 - c. Currency
 - d. Relevance to topic
 3. Taking appropriate notes
 - a. Summarizing
 - b. Paraphrasing
 - c. Quoting
 4. Avoiding plagiarism
 - a. Academic honesty and integrity
 - b. Cheating
 - c. Fabrication

- d. Patch Writing
 - e. Summarizing and paraphrasing
 5. Organizing ideas into an outline
 6. Integrating quoted and paraphrased material into a text
 7. Documenting sources of information, using the MLA format
 8. Preparing a works cited page, using the MLA format
- F. Reading: Most writing assignments in this course are based on, the close reading of a text
1. Reading for main ideas and supporting evidence
 2. Critical analysis of content
 3. Critical analysis of style and tone
 4. Reading for cultural relevance

Methods of Instruction

- Lecture
- Distance Education

Other:

Individual conferences

Methods of Evaluation

- Class Activity
- Examinations
- Homework
- Portfolios
- Presentations (oral or visual)
- Quizzes
- Written papers or reports

Other Yes

If you selected "Other", please provide details.

Research Paper: This is to be a fully documented paper involving a variety of sources.

Exams: At least some exams must include essay writing to assess unaided, timed writing skills.

Course writing requirement: Students are to write at least 6,000 words of formal, graded writing in the course, not including ungraded in-class writing.

Out of Class Assignments

Reading Assignments

In preparation for an in-class discussion, read Manuel Munoz' "Leave Your Name at the Border" to discover his thesis (main idea) about identity and the assimilation experience for immigrants.

Writing Assignments

After reading Audre Lorde's "Fourth of July", and based on other class readings and discussions, create an outline for a 2-3 page reflection essay about a particular childhood experience you had directly connecting with your family's cultural history and what you learned from it.

Critical Thinking Assignments

Read, "How to do Gender" by Lisa Wade and Myra Marx Fereee and "The Gender Knot: Patriarchy" by Allan G. Johnson. Write a 3-4 page essay comparing and contrasting the ideas in both essays by examining the cultural myths of gender.

Course Materials

Textbooks:

1. The Pocket Wadsworth Handbook, Kirszner, Laurie and Mandell, Stephan., 7th, Cengage, 2016.
2. Rereading America: Cultural Contexts for Critical Thinking and Writing, Gary Columbo, Uzzie T. Cannon, Robert Cullen, and Bonnie Lisle, 12th , Bedford St. Martins, 2022.
3. Writing For Success, Digital Format, University of Minnesota Libraries Publishing, Creative Commons , 2011, OER Textbook.
4. The Purdue Owl Online Writing Lab, Purdue University College of Liberal Arts, Purdue University College of Liberal Arts, 2023.

Codes and Dates

Approval Dates:

Board of Trustees: 06/08/2023

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ENGL 100

Course Originator Copeland, Mary