



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

(1) ENGL 1A	(2) READING AND COMPOSITION	(3) 4
Number	Title	Units

(4) Lecture / Lab Hours:			(8) Classification:		
Course Hours					
	Weekly Lec hours:	4.00	Degree applicable:		X
	Weekly Lab hours:		Non-degree applicable:		
	Total Contact hours:	72.00	Basic skills:		
Lec will generate __ hour(s) outside work.			(9) RC Fulfills AS/AA degree requirement: (area)		
Lab will generate __ hour(s) outside work.			Competence in writing		
(5) Grading Basis:	Grading Scale Only	X	General education category:		
	Pass/No Pass option		Major:		
	Pass/No Pass only		Certificate of:		
(6) Advisories:			Certificate in:		
(7) Pre-requisites (requires C grade or better):	<ul style="list-style-type: none"> <li>English 130 or English 125 and English 126 or placement through college assessment process.</li> </ul>		(10) CSU	Baccalaureate:	X
Corequisites:	<ul style="list-style-type: none"> <li></li> </ul>		(11) Repeatable: (A course may be repeated three times)		0
			(12) C-ID:		
			Proposed Start Date:		Fall 2012

(12) Catalog Description:  
 Reading, analyzing, and composing college-level prose, with emphasis on the expository; studying writing as a process; exploring different composing structures and strategies; editing and revising one's own writing; conducting research (gathering, organizing, evaluating, integrating, and documenting information,) culminating in a term research paper and annotated bibliography. Students will write a minimum of 6,000 words in formal academic language.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- I. Write a documented research paper of at least 1,500 words that includes:
  - a sophisticated introduction, multiple body paragraphs, and conclusion
  - a clearly defined, arguable thesis sentence
  - supporting details that exhibit critical thinking and use credible secondary sources
  - correct usage of MLA format, including a works cited page
  - sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics
  - controlled and sophisticated word choice
  - writing in third person/universal
  - an avoidance of logical fallacies
  - demonstrating an awareness of purpose and audience
  - appropriate and purposeful use of quotations
  - correct in-text citations
  - an annotated bibliography of multiple sources
  - an avoidance of intentional and unintentional plagiarism
- II. Complete a timed essay independently in class
- III. Summarize and comprehend college level prose (will include a full reading)

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. Write several revised essays, including at least one documented research paper.
- Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary.
  - Indicate an arguable thesis.
  - Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation.
  - Employ MLA formatting guidelines.
  - Reduce dependence on the instructor's guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics.
  - Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice.
  - Practice sound choices in identifying and avoiding logical fallacies.
  - Employ appropriate use of third person universal.
  - Identify appropriate audiences for their compositions.
  - Employ quotations, discriminating among sources for accuracy and validity.
  - Employ MLA formatting guidelines for Work Cited Page and in-text citations.
  - Develop annotated bibliography from sources for a research paper.
  - Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism.
- II. Write an organized essay(s) with thesis and adequate support independently within a class period.
- III. Read and understand college level prose, including:
- identifying the model, summarizing the thesis, and locating supporting information.
  - naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author's intent, both explicit and implicit.
  - answering questions from assigned reading differentiating between an author's intent and personal reaction
  - describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings

**IV. COURSE OUTLINE:**

**Lecture Content:**

- A. Expository Essays and a Narrative-Descriptive Essay (at the instructor's discretion)
1. Reading, discussion of models
  2. The writing process
  3. Thesis and support
  4. Paragraphing, topic sentence
  5. Introductions and conclusions
  6. Use of showing details to support assertions
  7. Editing for grammar, punctuation, and usage
- B. Planning, Developing, and Writing the Research Paper
1. Library and Internet research
  2. Evaluation of sources for accuracy and reliability
  3. Evaluating and selecting evidence which supports a defensible thesis
  4. Summarizing with accuracy and academic respect
  5. Paraphrasing with attribution
  6. Use of quotation to develop, support, or refute an idea
  7. Planning, organizing, and outlining information and ideas
  8. Correct MLA Documentation
  9. Completion of an annotated bibliography
  10. Reading discussion of arguments
  11. Reasoning, refuting opposition
  12. Avoiding fallacies
- C. Full-length work: most instructors will include reading a full-length novel, book, short stories or poems.
- D. Assignments based on the work will vary.
- F. In-class timed essay
1. Planning and organizing ideas under pressure
  2. Composing quickly
  3. Editing independently and within given time
- G. College-level reading skills
1. Analyzing/synthesizing
  2. Interpretation
  3. Evaluation
  4. Compare/contrast
  5. Drawing conclusions
  6. Distinguishing fact from inference
  7. Summarizing/paraphrasing

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

- or
- 1. Recommended - Kirszner, L. *The Blair Reader*, ed. 6th Prentice Hall, 2008, and/or
- 2. Recommended - McQuade, *McQuade Seeing and Writing*, ed. 4th Bedford St. Martins, 2006, or
- 3. Recommended - Anderson & Runciman *Open Questions*, Bedford St. Martins, 2005,

II. Other Readings

- 1. Recommended - *Research essays require sources. Every effort should be made to ensure adequate resources and access to libraries and Internet at each site (Reedley, Willow International, Madera, Oakhurst.) Some sites may only have Internet access and should be maintained at an adequate capacity. Class enrollments should be restricted to no more than 30 students. English 1A should not be taught in fewer than 6 weeks as students need more time to process information and revise.*

Global or international materials or concepts are appropriately included in this course

Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Materials are drawn from all countries and from multiple perspectives of the American and global experience. Some texts and poems may be translated into English. These sources inspire discussions of perspective, historical influences, bias and diversity.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>			
Check either 1 or 2 below			
<input checked="" type="checkbox"/>	<b>1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>		
<input type="checkbox"/>	<b>2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</b>		
<input checked="" type="checkbox"/>	a) essay exam(s)	<input checked="" type="checkbox"/>	d) written homework
<input checked="" type="checkbox"/>	b) term or other paper(s)	<input checked="" type="checkbox"/>	e) reading reports
<input type="checkbox"/>	c) laboratory report(s)	<input type="checkbox"/>	f) other (specify)

Required assignments may include but are not limited to the following:

Essays, research papers, annotated bibliography, responses to college level prose.

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
<input type="checkbox"/>	a) exam(s)	<input type="checkbox"/>	d) laboratory reports
<input checked="" type="checkbox"/>	b) quizzes	<input checked="" type="checkbox"/>	e) field work
<input type="checkbox"/>	c) homework problems	<input type="checkbox"/>	f) other (specify):

Required assignments may include but are not limited to the following:

Essays, research papers, responses to college level prose; interviews, surveys

<b>C. Skill demonstrations, including:</b>			
<input type="checkbox"/>	a) class performance(s)	<input type="checkbox"/>	c) performance exams(s)
<input type="checkbox"/>	b) field work	<input type="checkbox"/>	d) other (specify)

Required assignments may include but are not limited to the following:

<b>D. Objective examinations including:</b>			
<input type="checkbox"/>	a) multiple choice	<input type="checkbox"/>	d) completion
<input type="checkbox"/>	b) true/false	<input type="checkbox"/>	e) other (specify):
<input type="checkbox"/>	c) matching items	<input type="checkbox"/>	

**COURSE GRADE DETERMINATION:**

Description/explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

80-100% of the grade is based on evaluated composition assignments, no more than 20% of the grade may be based on quizzes or exercises completed as homework.

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

	College-Level Criteria Met	
	YES	NO
Textbook	<u>  X  </u>	<u>      </u>
Reference materials	<u>  X  </u>	<u>      </u>
Instructor-prepared materials	<u>  X  </u>	<u>      </u>
Audio-visual materials	<u>  X  </u>	<u>      </u>

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course   X
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels)        \_

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	<u>      </u>	<u>  X  </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u>      </u>	<u>  X  </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u>      </u>	<u>  X  </u>
Requires independent thought and study	<u>      </u>	<u>  X  </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u>      </u>	<u>  X  </u>

List of Reading/Educational Materials

- Recommended - Kirsznner, L. *The Blair Reader*, ed. 6th Prentice Hall, 2008,
- Recommended - McQuade, McQuade *Seeing and Writing*, ed. 4th Bedford St. Martins, 2006,
- Recommended - Anderson & Runciman *Open Questions*, Bedford St. Martins, 2005,

Comments:

Research essays require sources. Every effort should be made to ensure adequate resources and access to libraries and Internet at each site (Reedley, Willow International, Madera, Oakhurst.) Some sites may only have Internet access and should be maintained at an adequate capacity. Class enrollments should be restricted to no more than 30 students. English 1A should not be taught in fewer than 6 weeks as students need more time to process information and revise.

       This course requires special or additional library materials (list attached).

  X   This course requires special facilities:

Computer lab if possible

Attached Files:

**BASIC SKILLS ADVISORIES PAGE** The skills listed are those needed for eligibility for English 125, 126, and Math 201. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

- Eligibility for Math 201 is advisory for the target course.
- Eligibility for English 126 is advisory for the target course.
- Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

**REQUISITES****Prerequisite -- ENGL 125 WRITING SKILLS FOR COLLEGE**

A. Write complete, appropriate, varied English sentences, using coordination, subordination, and modification to clarify meanings.  
 B. Use punctuation, capitalization, abbreviations, etc., conventionally and spell correctly.  
 C. Differentiate between standard dialects and community dialects and slang, and use dialects appropriately.  
 D. Use standard dialect noun, verb, and pronoun forms and verb tenses correctly.  
 E. Write in paragraphs that develop topic sentences with adequate, detailed support.  
 F. Use various patterns of paragraph development.  
 G. Initiate and carry through appropriate use of the writing process: recognizing the effect of purpose and audience, discovering topics, selecting and ordering ideas and the evidence to develop the topic, writing and revising, and editing and finishing the paper.  
 H. Write with coherence and unity, paying attention to reference, agreement, consistency, and transitions.  
 I. Use basic library sources to find information, and avoid plagiarism in the preparation of a limited paper based on published sources.  
 J. Use critical thinking skills in writing, with attention to avoiding fallacies, relating structure to ideas, developing logical support for generalizations, following logical orders, and differentiating between statements of fact and opinion.

1. From the beginning of the course, students are required to write in response to readings from all rhetorical modes with attention critical thinking skills learned in the prerequisite courses.  
 2. From the beginning of the course, students are required to write in essay form with introduction, thesis, topic sentences, support, and conclusion.  
 3. Students are required to complete at least one documented research paper, so some familiarity with research is necessary.  
 4. In Engl. 1A Students practice more complex  
 A. Sentences.  
 B. Mechanics  
 C. Language and diction  
 D. Grammar  
 E. Paragraphs  
 F. Compositions  
 G. Structures and rhetorical modes  
 H. Style  
 I. Research and documentation  
 J. Critical thinking

**ESTABLISHING PREREQUISITES OR COREQUISITES**

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.

Justification: Indicate how this is so.

The health or safety of the students in this course requires the prerequisite.

Justification: Indicate how this is so.

The prerequisite course is part of a sequence of courses within or across a discipline.

The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.

Justification: Indicate how this is so.

The prerequisite/corequisite is required by law or government regulations.

Explain or cite regulation numbers:

The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.

Justification: Indicate how this is so.

The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.

Justification: Indicate how this is so.

Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:

**Justification:****Prerequisite -- ENGL 126 Reading Skills for College**

A. recognize and use new vocabulary with the aid of context clues, morphological clues, syntactic information, redundancy, and dictionary skills.  
 B. comprehend and discuss both literal and implied meanings in material up to twelfth grade level of difficulty.  
 C. analyze various writing techniques and their effects on the reading process.  
 D. evaluate the credibility of authors' treatments.  
 E. relate old knowledge to new.  
 F. use study skill techniques of previewing, organizing strategies, synthesizing and summarizing to report on readings.  
 G. vary reading strategies and rate according to the needs of the assignment or the level of difficulty of the writing.  
 H. discuss the relevance of the readings in terms of personal knowledge gained or attitudinal changes resulting from the readings.

In Engl. 1A, students practice more complex:  
 A. Vocabulary  
 B. Reading level (college-level)  
 C. Analysis  
 D. Evaluation of sources  
 E. Application of information (quoting, paraphrasing)  
 F. Synthesis  
 G. Strategies for more complex reading Discussions and groupwork

**ESTABLISHING PREREQUISITES OR COREQUISITES**

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.

Justification: Indicate how this is so.

The health or safety of the students in this course requires the prerequisite.

Justification: Indicate how this is so.

The prerequisite course is part of a sequence of courses within or across a discipline.

The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.

Justification: Indicate how this is so.

The prerequisite/corequisite is required by law or government regulations.

Explain or cite regulation numbers:

The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.

Justification: Indicate how this is so.

The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.

Justification: Indicate how this is so.

Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:

**Justification:**

## JUSTIFICATION OF LIMITATION ON ENROLLMENT

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance based criteria. Be mindful of the disproportionate impact the limitation will have on specific groups of students. It is important to determine if the limitation will disproportionately keep under-represented students from enrolling in the course or block of courses.

Describe the reasons for limiting the enrollment.

Course Designator: ENGL 1A

Course Title(s): READING AND COMPOSITION

Rationale for Limiting Enrollment:

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