



ENGL-101: COLLEGE COMPOSITION (FORMERLY FRESHMAN COMPOSITION)

Also listed as: ENGL-101H

Discipline

ENGL - English

Course Number

101

Course Title

College Composition (formerly Freshman Composition)

Short Title

College Composition

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

4.00

Total Units

4.00

Hours

Lecture Contact Hours

4.00

Total Contact Hours

64.00 - 72.00

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Regular effective contact

It should be the same as on course revisions: Orientation at start of course - Students will be oriented to the online and face-to-face portions of the course on the first day of class. Announcements/Bulletin Boards - Announcements using the course management system will be posted at least weekly to keep students current on course events, due dates, materials, etc. Chat Rooms - Chat rooms on course questions, various genres, and student reading groups will be utilized to give students a place to complete group work and work on group projects. Discussion Boards - Communication via discussion boards will be initiated and maintained, with timely



feedback provided. At least two discussion forums a week should be utilized for students to have a forum for discussion about the content of the course. Teleconferencing - Teleconferencing between students and the instructor to discuss assigned essays and projects will take place via telephone, CCCconfer, or email. Office hours - Instructors will hold regular office hours online using discussion forums, instant messaging, telephone, etc. Scheduled Face-to-Face Meetings - Hybrid courses will meet at regularly scheduled times (at least 5 times per semester).

Honors / Non-honors

ENGL-101H

C-ID (Admin Only)

C-ID ENGL 100

CB 00

CCC000608819

Course Title

Honors College Composition (formerly Freshman Composition)

Approved CSU Area

A2

Approved Second CSU Area**Approved Third CSU Area****Approved IGETC Area**

1A

Approved Second IGETC Area**Approved Third IGETC Area****C-ID (Admin Only)**

C-ID ENGL 100

Catalog Description

This course provides instruction in writing academic analytic essays. Students will learn to interpret and respond to sources analytically, conduct academic-level research, and incorporate those sources into research papers. This course satisfies graduation and transfer requirements.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

ENGL-098 or ESL-098 (with grade of C or better) or Placement in ENGL-101. California law (AB 705) allows placement of students in college-level English and clears the prerequisite for this course.

Codes**TOP Code (CB 03)**

1501.00 - English

Student Accountability Model (SAM) Priority Code (CB 09)

E - Non-Occupational

Noncredit Category (CB 22)

Y - Credit Course



Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS D1 - Freshman Composition

CSU Area(s)

Approved CSU Area

A2

IGETC Area(s)

Approved IGETC Area

1A

Learning Objectives

Learning Objectives

Learning Objective

1. Compose at least five formal expository and argumentative essays, totaling 6,000 words/24 typed pages, that respond to a variety of rhetorical situations:
2. At least one of these essays must be written in class with time constraints.
3. At least three out-of-class essays must synthesize source material to support an arguable thesis. Two of these must locate, evaluate, and integrate college-level research.
4. At least one argumentative research project with 5-8 pages of formal writing (approximately 1250 to 2000 words), incorporating at least six college-level sources. Exhibit critical reading and thinking strategies to develop cogent arguments:
5. Critically read and discuss academic texts.
6. Formulate provocative arguments in reaction to the texts.
7. Develop cogent arguments that are free of logical fallacies and demonstrate a logical organizational structure.
8. Synthesize source material in formal essays through paraphrasing, summarizing, and quoting. Employ college-level research skills and exhibit information literacy:
9. Employ library research strategies.
10. Evaluate primary and secondary sources.
11. Document sources using MLA and/or another universally accepted style of documentation. Practice writing as a process both in-class and outside of class:
12. Develop varied and flexible strategies for invention, drafting, revision, and editing.
13. Work as a community of writers to engender a supportive environment for invention, critical analysis, discussion, and collaboration.

Honors Objectives

Students will demonstrate critical reading and thinking by analyzing how writers present information and arguments in a variety of ways, considering genre, purpose, and audience. Students will exhibit sophisticated research methods, paying close attention to the difference between opinions, arguments, and facts, in order to gather, understand, and synthesize college-level source material in their own writing. Students will compose papers with provocative arguments, developed from their personal insights and thorough research to support their assertions.

Content

Course Lecture Content

Review paragraph and composition format and style and grammar/punctuation problems as necessary
Paragraphs unity coherence development
Composition format thesis sentence organization introductions and conclusions subject audience purpose
Grammar/Punctuation fragments comma splices, fused sentences agreement: subject-verb, pronoun-antecedent, verb tense pronoun reference, shift and case problems modifier problems punctuation, especially commas, semi-colons, apostrophes
At least five formal graded

writing assignments—with at least three out-of-class essays and one in-class essay— which may include analyzing academic texts, synthesizing ideas, and other assignments requiring critical thinking skills; at least two of the out-of-class essays must include student-directed research. Process of writing explore topic free writing clustering outlining other pre-writing methods developing a thesis limiting topic finding an arguable idea drafting papers revising drafts reread for content reread for organization reread for focus on thesis editing drafts edit for grammar/spelling edit for punctuation writing final draft Writing under timed constraints Analyze a prompt to determine how best to address the assignment Determine a pattern of organization that is manageable within the time constraint Uses and limitations of 5 paragraph essay format MLA style format for essays (or other universally accepted form of documentation) placement of author's name, instructor's name, course, date title header/page numbers margins justification font type/size spacing capitalization Works Cited Page/Bibliography title alphabetizing order of bibliographic information Research papers (at least one that total at least 2,000 words/ 8 typed pages) Library research learn to use database resources learn to use internet resources learn how to find and use library resources learn how to locate reference holdings learn how to obtain sources not located within our holdings learn general use of library and its services Research process initial research developing a topic/thesis developing a working bibliography/annotated bibliography using MLA or other universally accepted documentation style, create bibliography entries for newspaper articles journal articles magazine articles books works from an anthology or collection video recordings websites electronic sources (CD-Rom) avoiding plagiarism using summary or paraphrase quoting verbatim information textual citations for any idea that comes from a source other than the student/author Taking notes paraphrasing quoting how to integrate quotes smoothly summarizing what to document, what does not need to be documented developing a formal outline format: indenting numbering and lettering lines to indicate level placement within research paper page numbering indicating placement of sources content complete sentences balance of entries Research writing incorporation of sources reading sources critically to determine what to use in paper paraphrasing and summarizing putting information in own words avoiding plagiarism parenthetical citations how to introduce paraphrases/summaries quotations punctuation used with ellipses brackets use of end punctuation quotation marks quotation within quotation use of the phrase qtd. in when one source is quoting another what constitutes a long quotation how to format a long quotation parenthetical reference introducing quotations words to introduce punctuation focusing, organizing and revising ideas in conjunction with sources Critical Thinking Skills: argument/persuasion elements of argument assertions evidence assumptions evaluating assertions, evidence, assumptions how to establish a reasonable tone not a biased approach logical thinking induction vs deduction appropriate appeals acknowledging opposition avoiding logical fallacies evasions: begging the question, non sequitur, appeal to readers' fear or pity, bandwagon, ad hominem oversimplifications: hasty generalization, reductive fallacy, post hoc fallacy, either/or fallacy how to organize an argument how to find an arguable topic Critical Reading skills: gain meaning from context determine authorial tone respond to author's ideas how to analyze others' arguments for strengths and weaknesses of argumentation skills and logic Peer editing/self editing read for contents/organization/focus is there a thesis? do paragraphs have topic sentences? do topic sentences support the thesis? does anything stand out as not fitting in? how do you feel at the end—satisfied, bored, needing more information?

Honors Content

The topics to be covered in the honors component are identical to those covered in English 101. In addition, Honors students will examine readings chosen by the instructor that expose the students to varying writing styles, writers, and issues or topics which students will use as a basis or starting point for their essays and research. Students will be expected to examine topics and texts in greater depth, with more originality, and with greater written facility and accuracy. Instructors will supply additional instruction in writing and research methods to help students conduct more advanced research and to provide students with resources and texts that will facilitate a deeper understanding of the topics and writing strategies covered in English 101. For example, a student may research the rhetorical situations surrounding a collection of contemporary speeches that discuss a shared social issue, such as immigration, protest, or class stratification, and write a rhetorical analysis examining how the rhetorical appeals are employed differently in different situations and how this impacts the public's opinion and discourse surrounding said social issue. Instructors will supply additional support focusing on the integration of research, including properly formatted and cited quotations, paraphrases, and summaries, to strengthen the student's own analysis of their primary and secondary sources.

Methods of Instruction

Method

Discussion

Integration

Class and small-group discussions about writing issues and prompts will be used regularly to allow students to get multiple perspectives and ideas about topics.

Method

Discussion boards via the course management system

Integration

Discussion boards via the course management system (either as a class or in smaller groups) to allow students to respond to essays, prompts, or other topics to practice concepts of the course such as grammar and punctuation, composition and revision, research and documentation skills and less formal assignments



DE Adaptations for MOI

Discussion boards via the course management system (either as a class or in smaller groups) to allow students to respond to essays, prompts, or other topics to practice concepts of the course such as grammar and punctuation, composition and revision, research and documentation skills and less formal assignments

Method

Homework

Integration

Homework assignments on grammar, sentence structure, MLA, and research will give students extra practice in necessary composition skills.

Method

Individualized Instruction

Integration

Individualized instruction in the form of instructor and student conferences will allow the instructor to give specific advice and feedback to each student.

DE Adaptations for MOI

Individualized instruction via CCCConfer, chat, web-cams, or another web-conferencing mode will be scheduled in consultation with the student and used to give students individualized feedback on essays.

Method

Lecture

Integration

Lecture will be used regularly to teach the students the writing process, essay formation, and research methodologies.

DE Adaptations for MOI

Written lectures, video lectures, PowerPoint lectures, and/or lectures using screen capture software or similar software will be provided to students to help students develop critical reading and thinking strategies or writing instruction or to employ college-level research skills. Use of publisher materials alone is not sufficient.

Method

Out-of-class workshops
labs
seminars
practicum
directed learning activities
visits to the Writing Center
and/or other supplemental activities (face to face or online)

Integration

Out-of-class workshops, labs, seminars, practicum, directed learning activities, visits to the Writing Center, and/or other supplemental activities (face to face or online) to assist students in understanding concepts of course such as grammar and punctuation, composition and revision and research and documentation as well as their academic needs.

Method

Peer editing workshops

Integration

Peer editing workshops in which students evaluate their peers' papers with a strong sense of purpose, well-developed examples, clear demonstration of the conventions of academic writing



DE Adaptations for MOI

Workshops will be conducted to practice writing as a process via the course management system in one of several methods. Within groups, a discussion board or wiki could allow for peer editing. Wikis can also be set up for peer editing with partnerships assigned by the instructor, or a discussion forum for the whole class can be used.

Method

Readings

Integration

Readings will be used to show students a variety of types of academic writing with an emphasis on form, structure, support, tone, and audience.

Additional Methods of Instruction for Honors

Students will be required to meet with the instructor individually or with other Honors students at least three times during the semester to discuss the reading, research, and paper ideas.

Methods of Evaluation

Method

At least 5 essays to demonstrate students' understanding of academic argument writing
revising
and researching skills(one of which must be in class and three of which must be out-of-class essays
with all 3 out-of-class essays incorporating source material and at least two out-of-class essays utilizing sources from student-conducted research)
for a total of at least 6
000 words/24 typed pages

Integration

Essays will be evaluated on the quality and clarity of the thesis, logical support, synthesis of source material, clarity of ideas presented, as well as grammar, punctuation, and research.

DE Adaptations for MOE

Out of class essays will be evaluated using Microsoft Word comments, wikis, rubrics, and other evaluation tools available to students and instructors. Timed writing will be used in lieu of in class essays and will be evaluated via rubrics and other evaluation tools. Evaluations will be based on the quality and clarity of the thesis, logical support, and clarity of ideas presented. These essays will be submitted through the Course Management System.

Method

Discussion boards via the course management system

Integration

Discussion boards via the course management system will be evaluated based on the quantity and quality of participation, and students' ability to address prompts (when appropriate), and other activities, and to write logical, coherent responses.

Method

Homework

Integration

Homework, including reading responses and other writing activities, will be used to assess student reading comprehension and ability to compose short writing assignments.

DE Adaptations for MOE

Homework assignments will be submitted through the CMS to determine reading comprehension and mastery of writing skills. Homework assignments will be evaluated via rubric and/or individual instructor feedback.



Method

Quizzes

Integration

Quizzes will be used to determine student's understanding of and ability to apply concepts of research, writing, and revising as well as comprehension of assigned texts.

DE Adaptations for MOE

Online quizzes posted to the CMS will be used to determine student's understanding of and ability to apply concepts of research, writing, and revising as well as comprehension of assigned texts. Quizzes will be evaluated via the auto-grading feature in the CMS or via individual instructor correction.

Method

Revision of papers

Integration

Revisions demonstrating the use of the writing process will be evaluated based on the student's ability to improve effectiveness of the argument and to demonstrate progressive improvement and refinement of writing style, organization, coherence, grammar and mechanics.

DE Adaptations for MOE

Projects demonstrating the use of the writing process will be evaluated based on the student's ability to improve effectiveness and to demonstrate progressive improvement and refinement of writing style, structure, coherence, emphasis, grammar and mechanics. Students will post drafts of essays, outlines, and pre-writing to exercises, wikis, a group space, or discussion board for instructor and student feedback and will be assessed via rubric or individual instructor feedback.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors enrichment assignments. The enrichment assignments will be assessed according to standards for English 101 students in organization, content and mechanics first. In addition, honors students will be evaluated on the depth of original insight and analysis, types and utilization of sources, and skill in diction and syntax in the creation of effective written communication. Presentations will be evaluated for clarity and consistency of argument, use of research, and audio/visual presentation. Peer-reviews will be evaluated for thoughtfulness and quality of feedback.

Assignments

Assignment

In-class essay: The film *Having Our Say* addresses a variety of concepts and social issues associated with the marginalization of African Americans. Select one of the argument strategies practiced this semester: proposal, causal, or definition. Write an argument using evidence and examples from the film showing how society and culture contribute to the marginalization of the Delany sisters. In your Blue Book, construct a specific thesis statement and support it with three points. Cite examples from the film to support your thesis and your points. Research activities: Bring to class 20 notecards incorporating at least 10 paraphrases, 5 quotes, and 5 summaries using at least 6 sources on topic for research paper using MLA style (or other universally accepted style of documentation). Construct an Annotated Bibliography for the sources used in your research paper. Find an op ed piece and, in 1 ½- 2 pages, write an argument that disagrees with the author's position and supports your stand. Be sure you briefly summarize the author's position before arguing against it. Write an analysis argument about a trend in popular culture that bothers you (i.e., too much violence on television or in rap music, advertisements aimed at children, nudity on magazine covers, etc). Use two periodical sources from the library database to support your argument. Research paper: Considering what it means to be "marginalized" in U.S. society today, write an essay incorporating SIX outside sources that defines how a specific group is marginalized and then makes some sort of proposal concerning the group you identify as marginalized. Do NOT choose a group that is more obviously marginalized.

Honors Assignments

Assignment

Honor students will complete the regular course requirements. In addition, to receive honors credit, students will complete at least one of the following:



Assignment

1. During the course of the semester three of the essays assigned to the regular class and one of the research papers assigned to the regular class will require an extension of reading, writing, and research for the Honors students. Instructor will assign additional readings of a full-length nonfiction book or novel (such as Michelle Alexander's *The New Jim Crow*, or Claudia Rankine's *Citizen*) that all assignments relate to or a series of essays (such as Foucault's "Panopticism," or Stuart Hall's "The Whites of Their Eyes"), depending on the instructor's emphasis for that Honors section. Each essay will be a minimum of 1200 words (an extension of at least 500 words per paper compared to the papers for the regular section); these papers thus engage with additional reading and may or may not incorporate additional research. The research paper will be a minimum of 2,000 words (excluding documentation) and include both primary and secondary research with the length and number of sources determined by the paper of the original class; the Honors paper should be at least 1000 words longer than the regular section research paper and incorporate research from double the number of sources compared to the regular section research paper.

Assignment

2. Honors students will write one additional research paper, a minimum of 2500 words (excluding documentation) and include primary as well as secondary research with at least 6 sources. This essay will be based on additional reading assignments of a full-length book or a series of articles. Some specific examples of this enrichment assignment include students researching a political issue that affects their community and arguing their stance on the issue; students reading Ray Bradbury's novel *Fahrenheit 451* and researching to what extent Bradbury's vision of the future does or does not reflect the "future" of contemporary times; students reading a number of essays on a specific topic such as stereotypes and popular media and research a particular stereotype in order to make an argument about their focus.

Assignment

For both options, students will be required to meet with the instructor individually or with other Honors students to discuss the reading, research, and paper ideas. Students should participate in peer editing of their peers' Honors papers.

Assignment

Honors students may also be required to present their research via conference style audio-visual presentation or poster project. Presentations should showcase the student's research and be a standard conference length of fifteen to twenty minutes.

Course Materials

Textbooks

Clark, Carol Lea (2016). *Praxis: a brief rhetoric* Fountainhead. ISBN: 978-1598719505
Lunsford, A, J. Ruskiewicz, K. Walters (2018). *Everything's an Argument with Readings* Bedford/St. Martin's. ISBN: 978-1319056278
Hacker, D., N. Sommers (2017). *Writer's Reference* Bedford/St. Martin's. ISBN: 978-8925598567
Kirzner, Laurie G. (2017). *Practical Argument*, Third Edition MacMillan . ISBN: 978-1-319-02856-5

Other Resources

Minimum Qualification

Class Size Information

Class Size

28

Key: 1381