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English (ENGL) 1500 Composition and Reading (3 Units) CSU:UC
[formerly English 1A]

Prerequisite: Qualification by assessment process or successful completion of English 1000 and Reading 1005 with grades of ‘C’ or better

Prerequisite knowledge/skills: Before entering the course, the student should be able to:

1. use correct grammar, syntax, and punctuation,
2. develop the ability to organize written expression in formal, clear language,
3. demonstrate correct mechanics of sentence structure and punctuation,
4. develop an awareness of levels of language,
5. demonstrate concrete evidence of an increased vocabulary,
6. demonstrate the ability to interpret and analyze written passages of increasing difficulty,
7. effectively self-evaluate written work,
8. compose coherent essays,
9. analyze the fundamentals of term paper techniques and library use.
10. interpret meaning of vocabulary in context,
11. recognize main ideas, determine implied main ideas, and the central point,
12. identify supporting details,
13. use transitions that involve addition, cause and effect, comparison and/or contrast, examples, and time,
14. distinguish between facts and opinions,
15. determine logical inferences by drawing conclusions,
16. identify an author’s purpose and tone,
17. evaluate arguments,
18. apply reading strategies to other academic courses, and
19. analyze and synthesize appropriate information in the library for a basic research assignment.

Hours and Unit Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This is a collegiate-level course in expository and argumentative writing, appropriate and effective use of language and vocabulary, close reading, critical thinking, research paper, information literacy, and documentation. C-ID: ENGL 100

Type of Class/Course: Degree Credit

Texts: David, Susan A., et al. *Oxford Handbook of Happiness*. Oxford University Press, 2013.

Huxley, Aldous. *Brave New World*. Harper Perennial Modern Classics, 2004.

Carlson, Kamala, and Jessica Grimes. *Super Sonic Writing Tips: Grammar Cards*. Carlson and Grimes, 2017.

Bean, John, Virginia A. Chappel, and Alice Gillam. *Reading Rhetorically*. 4th ed.: Pearson-Longman, 2013.

Brandon, Lee and Kelly Brandon. *Paragraphs and Essays with Integrated Readings*. 12th ed.: Wadsworth Cengage, 2012.

Burchers, Sam. *Vocabulary Cartoons II*. Punta Gorda: New Monic, 2007.

Flachmann, Kim, and Michael Flachmann. *The Prose Reader*. 10th ed. Upper Saddle River: Prentice-Hall, 2013.

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 4th ed: W.W. Norton, 2018.

Or

The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7th ed. 2009. (New Edition?)

Additional Required Materials:

Seligman, Martin E. P. *Flourish*. Atria Books/Free Press, 2012.

Joyce, James. *Dubliners*. New York: Signet, 2007.

Orwell, George. *Animal Farm*. New York: Signet, 1977.

Animal Farm

URL: <http://gutenberg.net.au/ebooks01/0100011h.html>

Vonnegut, Kurt Jr. *Slaughterhouse-Five*. New York: Delacorte P-Seymour, 1969.

Krakauer, Jon. *Into Thin Air*. New York: Anchor, 1999.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway, 2011.

Colombo, Gary, et al. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 11th Ed. Bedford/St. Martins, 2018.

Silverman, Amy. *My Heart Can't Even Believe it: A Story of Science, Love, and Down Syndrome*. 1st ed. Woodbine House. 2016.

Strayed, Cheryl. *Wild: From Lost to Found on the Pacific Crest Trail*. 1st ed., Vintage, 2013.

Course Objectives:

By the end of this course, a successful student will 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, and
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation

Course Scope and Content:

Unit I Reading

- A. Essays in a variety of rhetorical modes
- B. Annotation of texts
- C. Rhetorical context: audience, purpose, and form
- D. Pathos, ethos, and logos
- E. Publication context
- F. Ideology, worldview, and slant
- G. Tone, diction, and figurative language
- H. Denotation and connotation
- I. Identification and evaluation of claims and evidence

Unit II Critical Thinking

- A. Claims, premises, evidence
- B. Assumption
- C. Induction and deduction
- D. Logical fallacies
- E. Procatalepsis

Unit III Information Competency

- A. Types of sources and where to find them
 1. Primary and secondary
 2. Databases
 3. Websites
 4. Periodicals
 5. Using library catalog
 6. Advanced web searches/Boolean operators
 7. Refining searches in browsers and databases
- B. Evaluating sources

1. Publication contexts
2. Domain names and what they imply
3. Sponsorship and advertisements
4. Authorship
5. Credibility, relevance, and recency
6. Peer review and fact-checking

Unit IV Synthesizing Research into Writing

- A. Avoiding plagiarism
- B. Direct quotation, paraphrase, and summary
- C. Quotes within quotes, ellipses, brackets, and “qtd. in”
- D. In-text citation
- E. Works Cited Page
- F. Introducing sources
- G. Attributive tags/signal phrases
- H. Selecting appropriate evidence
- I. Analysis of sources
- J. Extending, elaborating on, challenging, and refuting claims of others

Unit V Writing Essays (process and rhetorical mode essays, cumulatively totaling 6000 words)

- A. Writing process: prewriting, drafting, revision, editing, proofreading
- B. Application of various rhetorical modes, including argument
- C. Use of evidence to support claims
- D. Anticipation of opposing arguments
- E. Awareness of audience
- F. Use of appropriate tone for audience
- G. Use of content and form to achieve purpose
- H. Finding, evaluating, and selecting research
- I. Application of research to support thesis
- J. Written analysis of sources
- K. MLA format, in-text citation, and works cited page

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 9 hours per week outside of the regular class time: engaged in activities related to the course content, such as reviewing required study materials, completing required reading, performing rhetorical analysis, preparing for quizzes and exercises, and composing essays and research paper.

Methods of Instruction:

1. Read, discuss, analyze, and classify essays and other types of written expression, paying particular attention to meaning, structure, and style.
2. Write compositions of varying length and complexity, illustrating principles discussed in analysis of reading and using reading assignments as models.
3. Discuss meanings and implications of words in context.

4. After lectures and study of techniques of library use, compile a works cited, select quotations, create paraphrases, find answers to specific research questions, and complete preparations for research paper.
5. Study the fundamentals of semantics and logic as they pertain to communication and evaluate specific examples of faulty reasoning found in texts, magazines, newspapers, and television.

Methods of Evaluation:

1. Substantial writing assignments, including:
 - a. essay exam(s)
 - b. reading report(s)
 - c. other paper(s) (6000 words formal writing)
 - d. research presentation
2. Computational or non-computational critical thinking demonstrations, including:
 - a. exam(s)
 - b. homework problems
 - c. quizzes
 - d. research paper
3. Composition Skill demonstrations, including:
 - a. class performance(s)
 - b. performance exam(s)

Supplemental Data:

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| TOP Code: | 150100: English |
| SAM Priority Code: | E: Non-Occupational |
| Distance Education: | Online; Offline |
| Funding Agency: | Y: Not Applicable(funds not used) |
| Program Status: | 1: Program Applicable |
| Noncredit Category: | Y: Not Applicable, Credit Course |
| Special Class Status: | N: Course is not a special class |

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| Basic Skills Status: | N: Course is not a basic skills course |
| Prior to College Level: | Y: Not applicable |
| Cooperative Work Experience: | N: Is not part of a cooperative work experience education program |
| Eligible for Credit by Exam: | NO |
| Eligible for Pass/No Pass: | C: Pass/No Pass |
| Taft College General Education: | CSA2: CSU Area A2 IG1A: IGETC Area 1A LEC: Local GE English Comp |
| Discipline: | English |