ENG 001A: COMPOSITION

Originator

rsagara

Justification / Rationale

I am submitting changes in order to realign this COR with the revised COR for ENG 061; to implement some of the recommendations that the Chancellor's Office has made to support students, post-AB705; and to update textbook information.

Effective Term

Fall 2020

Credit Status

Credit - Degree Applicable

Subject

ENG - English

Course Number

001A

Full Course Title

Composition

Short Title

COMPOSITION

Discipline

Disciplines List
English

Modality

Face-to-Face
100% Online
Hybrid

Catalog Description

This course focuses on the elements of academic writing, including genre, audience and purpose, and argumentation. Students learn critical thinking, textual analysis, and research techniques, as they apply to the writing process, and they will compose essays using proper documentation, following MLA and/or APA rules. (C-ID ENGL 100)
Note: All students now can enroll in this transfer-level course without completing posted requisites. Please refer to AB 705 (under How do I enroll in courses at COD?) or see a Counselor.

Schedule Description

This course focuses on the elements of academic writing, including genre, audience and purpose, and argumentation.
Prerequisite: ENG 061 or ESL 071
IGETC: 1A

Lecture Units

4

Lecture Semester Hours

72

Lab Units

0

In-class Hours

72

Out-of-class Hours
144

Total Course Units
4

Total Semester Hours
216

Prerequisite Course(s)
ENG 061 or ESL 071

Required Text and Other Instructional Materials
Resource Type
Book
Open Educational Resource
No

Formatting Style
MLA

Author
Hacker, Diana, and Nancy Sommers

Title
Rules for Writers

Edition
9th

City
Boston

Publisher
Bedford

Year
2019

College Level
Yes

ISBN #
978-1-319-22743-2

Resource Type
Book
Open Educational Resource
No

Formatting Style
MLA

Author
Barnet, Sylvan, et al

Title
Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings

Edition
12th

City
Boston

Publisher
Bedford

Year
2020

College Level
Yes

Flesch-Kincaid Level
college

ISBN #
978-1-319-19818-3

Resource Type
Book
Open Educational Resource
No
Formatting Style
MLA
Author
Axelrod, Rise B., and Charles R. Cooper
Title
The Concise St. Martin's Guide to Writing

Edition
8th

City
Boston

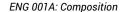**Publisher**
Bedford

Year
2018

College Level
Yes

ISBN #
978-1-319-05854-8

Resource Type
Book
Open Educational Resource
No

Formatting Style
MLA

Author
Barnet, Sylvan, et al

Title
Critical Thinking, Reading, and Writing: A Brief Guide to Argument

Edition
10th

City
Boston

Publisher
Bedford

Year
2020

College Level
Yes

Flesch-Kincaid Level
college

ISBN #
9781319194512

Class Size Maximum
24

Entrance Skills
Recognize the difference between concrete and abstract ideas in texts.

Requisite Course Objectives
ENG 061-Develop and support thesis statements.
ENG 061-Write essays that reflect critical thinking and clear expression, in a variety of rhetorical genres and for a variety of purposes.
ENG 061-Demonstrate, in writing, the integration of purpose, audience, and tone, to achieve particular rhetorical goals.
ENG 061-Demonstrate both literal and analytic/interpretive reading skills, and convey these skills in writing.
ESL 071-Demonstrate understanding of main idea, details, relationships, and patterns of organization.
ESL 071-Evaluate supporting evidence and opposing ideas.
ESL 071-Demonstrate the ability to understand the difference between stated and implied concepts.
ESL 071-Integrate source material and demonstrate critical awareness in multi-page essays.

Entrance Skills
Evaluate features of style, such as purpose, audience, and tone, in academic and professional writing.

Requisite Course Objectives
ENG 061-Write essays that reflect critical thinking and clear expression, in a variety of rhetorical genres and for a variety of purposes.
ENG 061-Demonstrate, in writing, the integration of purpose, audience, and tone, to achieve particular rhetorical goals.
ENG 061-Demonstrate both literal and analytic/interpretive reading skills, and convey these skills in writing.
ESL 071-Evaluate features of style such as purpose, audience and tone.

Entrance Skills
Demonstrate the ability to construct effective sentences and create arguments using supporting evidence and ideas.

Requisite Course Objectives

ENG 061-Write essays that reflect critical thinking and clear expression, in a variety of rhetorical genres and for a variety of purposes.
ENG 061-Demonstrate, in writing, the integration of purpose, audience, and tone, to achieve particular rhetorical goals.
ENG 061-Demonstrate both literal and analytic/interpretive reading skills, and convey these skills in writing.
ESL 071-Exhibit ability to use expanded vocabulary and practice using contextual cues and resources.
ESL 071-Evaluate supporting evidence and opposing ideas.
ESL 071-Demonstrate the ability to understand the difference between stated and implied concepts.
ESL 071-Demonstrate an improved level of word analysis skills and vocabulary development.
ESL 071-Construct sentences that demonstrate variety and effective word choice, using college level diction.

Course Content

a. Pre-writing strategies
b. Introduction and conclusion strategies
c. Developing thesis statements
d. Developing topic sentences
e. Choosing relevant evidence to support ideas
f. Transition techniques
g. Revision strategies
h. Editing strategies
i. Reading-writing connections
j. Use of reference material (dictionary, thesaurus, handbook, and library resources).
k. Standard sentence structure and variety
l. Thoughtful inquiry and discussion
m. Research strategies
n. MLA and/or APA documentation skills
o. Information and digital literacy
p. Summary and paraphrase skills
q. In-class writing
r. Synthesizing multiple sources
s. Debate and argumentation strategies
t. Audience awareness and rhetorical choices (e.g., purpose, audience, genre, tone)
u. Analysis of written and visual texts

Course Objectives

	Objectives
Objective 1	Develop ideas coherently in writing through the drafting process.
Objective 2	Participate in the process of developing texts in collaborative and individual settings.
Objective 3	Write thesis statements, topic sentences, and ideas in an organized way in essays.
Objective 4	Write essays with arguable theses and evidence from different types of sources.
Objective 5	Read, analyze, and interpret varied texts (e.g., literary, digital, visual).
Objective 6	Recognize and integrate creative elements of style (e.g., metaphor, analogy, voice, tone).
Objective 7	Use a variety of rhetorical strategies to write essays.
Objective 8	Compose texts with complex sentence structure and appropriate diction.
Objective 9	Correctly use MLA and/or APA documentation.
Objective 10	Identify and evaluate appropriate research sources, and incorporate them into essays through quotations, summaries, and paraphrases.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Demonstrate process-driven writing that includes drafting, revising, and editing strategies.
Outcome 2	Compose logical, well-developed essays that clearly articulate a thesis supported by textual evidence and that demonstrate an awareness of audience.
Outcome 3	Apply critical reading strategies to the analysis of college-level texts.
Outcome 4	Evaluate sources in the service of an argument while accurately documenting sources in MLA and/or APA style.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Discussion	Students will engage in whole-class and group discussions about the writing process, essay elements, readings, and other pertinent topics.
Demonstration, Repetition/Practice	Students will demonstrate an understanding of the writing process and of essay elements.
Collaborative/Team	Students will work in groups on essay drafts, pre-writing assignments, and other writing-based assignments.
Technology-based instruction	Students will compose and edit their writing on computers, and they will use online library databases to conduct research.
Self-exploration	Students will reflect on their development as writers, readers, and thinkers.
Participation	Students will participate in class discussions, activities, and assignments.
Lecture	Instructors will lecture on key writing concepts, sometimes as a way to establish context for reading and writing assignments.
Journal	Students may keep class journals that record and reflect on their development as writers and readers.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Students will write between 4-6 essays, one or more of which may be in-class essays. (80% of essays written out of class; 20% of essays written in class)	In and Out of Class
Self-paced testing	Students will complete reading and writing assignments prior to their due dates, and they will be prepared to engage in in-class activities and discussions. (80% of student preparation of reading and writing assignments will take place out of class; 20% in class)	In and Out of Class
Student participation/contribution	Students will participate actively and appropriately in class discussions, exercises, and projects. (50% of student participation in discussions, exercises, and projects will take place out of class; 50% in class)	In and Out of Class
Mid-term and final evaluations	Students will complete midterm and/or final assessments on course concepts. These assessments may be short-answer responses, in-class essays, portfolios, and other writing-based assessments. (50% of midterm and final assessments will be completed out of class; 50% in class)	In and Out of Class
Presentations/student demonstration observations	Students will prepare and deliver presentations, individually and/or in groups, on relevant course concepts. (50% of presentations and student demonstrations will be prepared and delivered out of class; 50% in class)	In and Out of Class
Reading reports	Students will produce reading reports on assigned and other reading. These reports may be summaries, responses, and/or syntheses. (50% of "reading reports" will be completed out of class; 50% in class)	In and Out of Class
Term or research papers	Students will write at least one academic research paper that demonstrates an understanding of research, documentation, and synthesis. (80% of the work toward academic research papers will take place out of class; 20% in class)	In and Out of Class

Portfolios	Students will compile a portfolio of writing assignments, and then will produce a meta-commentary that reflects on their learning. (80% of work toward a writing portfolio will be completed out of class; 20% in class)	In and Out of Class
Guided/unguided journals	Students will maintain a journal that reflects on their learning throughout the class, and/or that includes structured notes (e.g., Cornell notes) on reading assignments. (80% of journal-writing will be completed out of class; 20% in class)	In and Out of Class
Critiques	Students will write critiques of their classmates' writing, following a guided protocol that encourages active reflection and dialogue. (20% of written critiques will be completed out of class; 80% in class)	In and Out of Class
Written homework	Students will regularly complete homework assignments, which may include reading, formal and informal writing, and grammar and research documentation exercises. (100% of homework assignments will be completed out of class, by definition)	Out of Class Only

Assignments

Other In-class Assignments

Participate in peer revision, and complete editing assignments.

Other Out-of-class Assignments

Read and respond to assigned readings, including at least one book-length work of fiction or nonfiction (not including any textbook).
Produce 4-6 essays, for a total of 6,000 words, including essays that incorporate and synthesize research.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

100

On-campus %

0

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

N/A (This course can be offered fully online. There is nothing that "necessitates a hybrid delivery," although we may offer the course as a hybrid class.)

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

N/A

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Timely feedback and return of student work as specified in the syllabus

Discussion forums with substantive instructor participation
Regular virtual office hours
Private messages
Online quizzes and examinations
Weekly announcements

External to Course Management System:

Direct e-mail
Posted audio/video (including YouTube, 3cmediasolutions, etc.)
Telephone contact/voicemail

For hybrid courses:

Scheduled Face-to-Face group or individual meetings
Library workshops
Orientation, study, and/or review sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Students will regularly and frequently complete assignments in discussion forums and/or groups, and they will regularly and frequently submit formal writing assignments, so they will receive regular and frequent feedback from the instructor on these assignments.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Students have the opportunity to contact their instructor on the phone or through email, which gives them an extra avenue for getting feedback and assistance on course material. In addition, students may be directed to open-source audio and/or video material to supplement their learning.

Other Information

Comparable Transfer Course Information

University System
CSU

Campus
CSU San Bernardino

Course Number
ENG 107

Course Title
Adv. First Year Comp

Catalog Year
2019-2020

COD GE
C4.A - Language and Rationality - English Composition

CSU GE
A2 - Written Communication

IGETC GE
1A - English Composition

MIS Course Data

CIP Code
23.0101 - English Language and Literature, General.

TOP Code
150100 - English

SAM Code
E - Non-Occupational

Basic Skills Status
Not Basic Skills

Prior College Level
Not applicable

Cooperative Work Experience
Not a Coop Course

Course Classification Status
Credit Course

Approved Special Class
Not special class

Noncredit Category
Not Applicable, Credit Course

Funding Agency Category
Not Applicable

Program Status
Program Applicable

Transfer Status
Transferable to both UC and CSU

General Education Status
Composition/Critical Thinking

Support Course Status
Course is not a support course

C-ID
ENGL 100

Allow Audit
No

Repeatability
No

Materials Fee
No

Additional Fees?
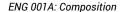No

Approvals

Curriculum Committee Approval Date
5/05/2020

Academic Senate Approval Date
5/14/2020

Board of Trustees Approval Date
6/18/2020

Course Control Number

CCC000336166

Programs referencing this course

Early Childhood Education Teacher Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined?key=130/)
Early Childhood Education Site Supervisor Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined?key=131/)
Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined?key=132/)
Elementary Teacher Assistant Special Education Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined?key=133/)
Liberal Arts: Arts, Humanities Communication Studies AA Degree (http://catalog.collegeofthedesert.eduundefined?key=26/)
Elementary Teacher Education AA-T Degree (http://catalog.collegeofthedesert.eduundefined?key=5/)
Hospitality Management AS Degree (employment preparation) (http://catalog.collegeofthedesert.eduundefined?key=60/)
Health Science AS Degree (http://catalog.collegeofthedesert.eduundefined?key=65/)
Registered Nursing AS Degree (http://catalog.collegeofthedesert.eduundefined?key=72/)