

ENG 001A: ENGLISH COMPOSITION

Originator

rsagara

Justification / Rationale

I am updating textbook information, as well as renaming the course to eliminate confusion. The existing course title, "Composition," makes sense within the context of English studies, but we recognize that the term is also used in other disciplines, such as music and art; therefore, we are adding the qualifier "English" to provide more specificity.

Effective Term

Fall 2022

Credit Status

Credit - Degree Applicable

Subject

ENG - English

Course Number

001A

Full Course Title

English Composition

Short Title

ENGLISH 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, 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 prerequisites. 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, 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)

Take 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

2020

College Level

Yes

Flesch-Kincaid Level

college

ISBN #

9781319367817

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

9th

City

Boston

Publisher

Bedford

Year

2020

College Level

Yes

Flesch-Kincaid Level

college

ISBN #

9781319245061

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

1. Pre-writing strategies
2. Introduction and conclusion strategies
3. Developing thesis statements
4. Developing topic sentences
5. Choosing relevant evidence to support ideas
6. Transition techniques
7. Revision strategies
8. Editing strategies
9. Reading-writing connections
10. Use of reference material (e.g., dictionary, thesaurus, handbook, library resources)
11. Standard sentence structure and variety
12. Thoughtful inquiry and discussion
13. Research strategies
14. MLA and/or APA documentation skills
15. Information and digital literacy
16. Summary and paraphrase skills
17. In-class writing
18. Synthesizing multiple sources

19. Debate and argumentation strategies
20. Audience awareness and rhetorical choices (e.g., purpose, audience, genre, tone)
21. 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 engage in class discussions and activities, and will complete individual and group assignments.
Lecture	Instructors will lecture on key writing concepts as a way to establish context for reading and writing assignments.
Journal	Students will 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

1. Participate in peer revision, and complete editing assignments.

Other Out-of-class Assignments

1. Read and respond to assigned readings, including at least one book-length work of fiction or nonfiction (not including any textbook).
2. 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?

none

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:

Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Weekly announcements

External to Course Management System:

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

For hybrid courses:

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

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 1070A

Course Title

First-Year Composition

Catalog Year

2021-2022

Rationale

CSUSB's course aligns with this course in both content and scope.

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

A = Composition/Critical Thinking

Support Course Status

N = 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**

11/18/2021

Academic Senate Approval Date

12/09/2021

Board of Trustees Approval Date

12/17/2021

Chancellor's Office Approval Date

01/21/2022

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>)