

ENGL 0001A - COLLEGE READING, WRITING AND RESEARCH

Catalog Description

Prerequisite: Placement by matriculation assessment process or completion of ENGL N with grade of "C" or better

Hours: 72 lecture

Description: Develops and refines students' writing, reading, and critical thinking skills by introducing the conventions of academic conversations and arguments in an academic community. Students read and discuss a variety of works from different literary genres, focusing on non-fiction and expository texts, reading 20 or more pages per week. The course also emphasizes research skills, including accessing college library databases, evaluating and documenting sources, using MLA style, and practicing academic integrity. Students write essays in expository and argumentative prose, including at least one research paper, in response to class reading and outside research, for a total of at least 6500 words. (C-ID ENGL 100) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Develop and compose appropriately clear and effective college-level writing that applies an appropriately narrowed topic, attention to purpose and audience, and basic cognitive and rhetorical modes as well as apply conventions of editing and revision to full-length essays.
- CSLO #2: Analyze and evaluate research material from multiple print and digital sources, including library databases, for credibility and legitimacy of authority through summary, paraphrase, and quotation, and apply to at least one essay.
- CSLO #3: Analyze purpose, style, organization, rhetorical and logical structure and identify common logical errors in the fiction and non-fiction prose of others, and explain arguments and biases in extended analytical written responses.

Effective Term

Fall 2019

Course Type

Credit - Degree-applicable

Contact Hours

72

Outside of Class Hours

144

Total Student Learning Hours

216

Course Objectives

Students will:

1. Write a minimum of 6,500 words of organized and well supported expository essays (4-5) using a variety of writing strategies and reading materials.
2. Choose and narrow a topic appropriate for college level expository writing.
3. Identify and evaluate central ideas, rhetorical strategies, evidence, organization, style and implications of non fiction texts.
4. Develop ideas in a full-length essay with a clear sense of purpose and audience.
5. Apply combinations of basic cognitive and rhetorical modes in writing.
6. Perform directed research using information technology research.
7. Revise and edit full length papers using the rules of grammar, punctuation, and usage so that sentences express clear relationships among ideas.
8. Format essays and cite source material from both electronic and traditional sources.
9. Analyze logical structures and identify common logical errors in the writing of others in appropriate essay-length work or class discussion.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - English Composition
 - AA/AS - Reading Skills
 - AA/AS - Writing Skills
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - A2 Written Communication
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 1A English Composition

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Example 1: In small group or full-class discussions, students will be evaluated on their accuracy in synthesizing information from multiple assigned readings via oral feedback.
 - Example 2: In small groups or full-class discussions, students will be evaluated on their accuracy in identifying rhetorical modes in student and professional writing via oral feedback.
- Essay Examinations
 - Example: Example 1: Students will choose and narrow a topic related to a contemporary issue and write an argument developed in a full-length essay with a clear sense of audience and purpose using information technology research. Essays will be evaluated for logic and critical thinking via a common departmental rubric shared with students. The rubric requires the assessment of A) awareness of audience (as determined by academic appropriateness of topic, academic use of tone and language; B)logical progression of ideas, including transitional elements; C) thorough development of ideas, including explanations, reasoning, evidence and support, and effective use of rhetorical devices. Example 2: Students will write various essays throughout the semester (analysis, comparison/contrast, definition, etc.) using academic conventions of punctuation, grammar, MLA documentation. Student essays will be evaluated via departmental rubric for appropriate use of academic conventions

including grammar, punctuation, usage, in-text citations, and MLA documentation.

- Objective Examinations

- Example: Example 1: Students will read and annotate the essay, "Are Colleges Worth the Price of Admission?" by Andrea Hacker and Claudia Dreifus. In a written exam, students will identify claims and bias. Students will be evaluated by reading quizzes that assess the students' comprehension of ideas, identification/recognition of bias in reading material, and skill in inference. Example 2: Students will bring draft copies of essay to class. Based upon readings and lectures on revision, students will work in peer groups to provide feedback on drafts to include suggestions and questions for the author about better organization, development of ideas, use of logic, use of language, awareness of audience, and academic conventions. Via written comments in peer response groups, students will be evaluated on the quality of their comments on student drafts in regards to logic, critical thinking, structure/organization, development of ideas, documentation, and academic use of language.

- Skill Demonstrations

- Example: Example 1: In the textbook, *They Say/I Say*, students will read chapter 3, "The Art of Quoting" and annotate it. After class discussion and practice, students will include quoted material in their next essay that demonstrates their understanding of 1. reasons to quote vs. paraphrase; 2. why and how to provide signal phrases in introducing quoted material; 3. why and how to provide in-text citations. In quizzes, presentations, or essays, students will be evaluated on the effective use of signal phrases in in-text citations. Example 2: Students will write a works cited page to be included with each essay that includes source material. The works cited page will be formatted according to MLA guidelines. In quizzes, presentations, or essays, students will be evaluated on proper application of MLA documentation in a Works Cited page.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will organize or lead library tour and lecture on data bases, including EBSCOhost, Gale, JSTOR, etc. Students will search databases and practice saving and sending information and creating appropriate citations.
2. Instructor will lecture on rhetorical modes. Students will use various and appropriate rhetorical modes to meet audience and purpose in their essays.

Distance Learning

1. Instructor will write and post Discussion Board questions eliciting analysis and critique of the logic in assigned reading. Students will identify logical errors and explain pattern of thought in assigned reading.

2. Instructor will set up and monitor peer review/editing groups in Canvas. Students will work with online partners to revise and edit drafts of essays.

Typical Out of Class Assignments Reading Assignments

Example 1: 1. Read "Women and Work." Look over questions 1 and 2 following the essay and consider the following as well: - As far as you can tell from the essay, what does Lesueur seem to see as the essential value of work? To what has she devoted herself, and why? What does she get out of it? - What issues or concerns does Lesueur's essay illuminate? To what extent does her essay reflect your experience or the experience of others, given the time frame in which she wrote? - What objections might you have to her essay, if any? - What do you think Lesueur would think of Franklin's essay? 2. Respond briefly to the following assertions (do you agree or disagree): - Your work should have social and political value. - All work should be or can be fulfilling. 3. Free write briefly on the following: - What is the origin of your attitudes toward work (or your ideas about it)? - How do your experiences of work and your views about it compare to those of the writers you have read so far? - What conclusions can you draw from your thoughts and experiences: - a) about your views and about the specific work you've done; - b) about work as a concept or fact; - c) about the social value, impact, or significance of work Example 2: 1. Read "Work Union," and "Behind the Counter." Then respond briefly to the following questions: - What do you think of Gilb's argument in "Work Union"? How does your own experience help to create this response? - Is Gilb's essay fair? - What is your response to Schlosser's essay? What seems to be his central point? (If you've ever worked in a fast food restaurant, does the essay accurately describe your experience?) - Look over question 4 following Schlosser's essay; how would you answer it, and why?

Writing, Problem Solving or Performance

Example 1 1. Read "'By Means of the Visible' . . ." Although the essay is somewhat dense, as you read it, consider what Mitchell Stephens says about the effects of images—in some cases their limitations, in others, their value. In the process of his argument, he also takes you—quickly—through controversies, assertions, and examples taken from history and current media. After you read the essay, look over questions 1-6 following the essay and then do the following: - Bring to class, from whatever source, one sample of an image connected to text (e.g., a picture of a street in 19th Century New York along with the accompanying text). To what extent does Stephens' exploration help you to look at the relationship between images and ideas, as well as words and ideas - Respond to the following statement in writing: we have no true ideas apart from words? What would Stephens say? What do you think? Why? - What were your reactions to the essay? Why did you think the way you did? What role do images play in your understanding of your experience? 2. Look at any one photograph or other image (not photographs of you, your family, or your friends) and consider it in Plato's terms: how might it "hide" truth? In what ways isn't it "real"? 3. Then, look at it in other ways: to what does it refer? What meanings does it suggest? Does the image get at something "real" (social, cultural, scientific, etc.), something important for us to understand? Example 2: 1. Read "Crimes against Humanity." The introduction to the essay makes clear what its central concerns might be, and the essay itself is fairly direct. In any case, consider the questions #'s 1, 3, and 6 following the essay and then respond to the following: 2. Write a brief statement addressing the following questions: what are the thesis and major arguments of Churchill's essay? 3. Write down your own response to the essay. You

may want to consider the following questions as you think of your response: - What do you think of Churchill's arguments? Why? - Do the arguments make sense? - Do you accept his conclusions? - Even if you have doubts, how well does he make his case? 4. Consider other stereotypical images (not simply racial, but occupational, economic, etc.) and briefly note down how these stereotypes are like or unlike those described in Churchill's essay. Do these other stereotypes support Churchill's argument? 5. Distance education students will post papers to the class discussion board and critique the posts of their papers.

- Text Edition: 11th
- Classic Textbook?:
- OER Link:
- OER:

Other materials and-or supplies required of students that contribute to the cost of the course.

Other (Term projects, research papers, portfolios, etc.)

1. Write a minimum of four major papers, of which at least one includes research and requires the selection and evaluation of sources, plus shorter writing assignments which will include one or more of the following: reading responses, in-class assignments, journal entries, shorter full-process essays, and essay or short answer exams.

Required Materials

- Strategies for Successful Writing
 - Author: Reinking & von de Osten
 - Publisher: Pearson
 - Publication Date: 2017
 - Text Edition: 11th
 - Classic Textbook?:
 - OER Link:
 - OER:
- They Say, I Say: The Moves that Matter in Academic Writing
 - Author: Graff and Birkenstein
 - Publisher: W.W. Norton
 - Publication Date: 2018
 - Text Edition: 4th
 - Classic Textbook?:
 - OER Link:
 - OER:
- A World of Ideas
 - Author: Lee Jacobus
 - Publisher: Bedford/St. Martin's
 - Publication Date: 2017
 - Text Edition: 10th
 - Classic Textbook?:
 - OER Link:
 - OER:
- A Writer's Reference
 - Author: Hacker, Diana
 - Publisher: Bedford/St. Martin's
 - Publication Date: 2016
 - Text Edition: 8th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Reading Critically, Writing Well
 - Author: Axelrod and Cooper
 - Publisher: Bedford/St. Martin's
 - Publication Date: 2017