

Lassen Community College Course Outline

ENGL-1 College Composition

3.0 Units

I. Catalog Description

A refinement of the skills of writing and critical reading, emphasizing the relationship between purpose and form, clarity, coherence and unity, accuracy of expression, the development of the writer's voice and style, the elements of critical thinking, and the development of the research paper and its specific strategies to prepare for university studies. This course has been approved for online, hybrid and correspondence delivery.

Prerequisite: Successful completion of ENGL105 or equivalent multiple measures placement.

Prerequisite Skills: Before entering this course, the student will be able to:

1. Write a competent essay of all basic types.
2. Move beyond essay structure to essay style, logic and organization.
3. Mastery of thesis concept.
4. Understand the purpose of supporting detail for paper type (rhetorical modes).
5. Ability to independently edit for grammar basics.
6. Select transitions and topic sentences when given a communication type.
7. Ability to use basic prewriting techniques independently.
8. Use a college library for a full research project.
9. Develop a whole paper according to a purpose (Organize for clarity, efficiency/accuracy).
10. Identify main purpose, audience, and tone in writings.
11. Principle of organizing at sentence, paragraph, and essay level.
12. (Writing for specific audiences and purposes.) Ability to use drafts to develop a subject.
13. Ability to use computer-based programs for composition, revision, research, and citation.

Recommended Preparation: Composition-based computer skills are strongly recommended.

Transfers to both UC/CSU
General Education Area: D1
CSU GE Area: A2
IGETC GE Area: 1A
C-ID ENGL 100
51 Hours Lecture
Scheduled: Fall, Spring, Summer

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded or Pass/No Pass
Credit Type: Credit - Degree Applicable
TOP Code: 150100

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Demonstrate the ability to comprehend and analyze a variety of readings through discussion, journal entries, in-class writings, formal out-of-class essays and reports, and literary reviews.
2. Write essays applying patterns of development appropriate for expository writing, including personal narrative, comparison/contrast, and argumentation. These essays will conform to Standard English grammar, spelling and punctuation rules.
3. Given an assignment to write an extended essay, investigate a topic and write a well-organized and grammatically correct document, which conforms to MLA style in its in-text source citations and works-cited pages.

B. Course Objectives

Upon completion of this course the student will be able to:

1. Read accurately and critically for thesis, inference, connotation, and tone.
2. Perform an informed literary analysis.
3. Write analytical and critical essays based on an understanding of reading.
4. Use a variety of styles, each appropriate to the purpose, context, and audience of the essay.
5. Use accurate, specific and vivid language and a variety of sentence structures.
6. Exhibit a sense of voice and style.
7. Distinguish among belief, opinion, fact, and values.
8. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development and coherence.
9. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism
10. Find, evaluate, analyze and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
11. Write a research paper centered upon an original thesis.
12. Use a library as well as other resources and the Modern Language Association (MLA) style of documentation.
13. Compose clear, succinct documents, appropriate to computer, online communications.

IV. Course Content

The following topics may be included; however, the order of presentation, relative emphasis and the depth of treatment will depend on the preferences of the instructor.

A. General Scope

1. Use of a variety of strategies for compositions of varying lengths and purposes: definition, causal analysis, composition, exemplification, and research (argumentation).
2. Use of take-home and in-class essay assignments

B. Essay Style & Logic (Critical Thinking)

1. Analytical and critical essay writing.
2. Development of a sense of voice.
3. Use of vivid, specific, and accurate language with sentence variety.
4. Development of original, cogent, and clear arguments.
5. Comparison of styles from examples and analysis of their effectiveness.

6. Distinguish among belief, opinion, fact, and values.
 7. Awareness of figurative language, description, narrative example, and fundamentals of literary analysis.
 8. Exploration of the relationship among language, thought, and meaning.
- C. Thesis and Organization
1. Develop and support a mature, original argumentative thesis to achieve rhetorical effects.
 2. Organize for clarity, efficiency, accuracy, and logic.
 3. Ability to organize at sentence, paragraph, and essay levels.
- D. Support
1. Use of supporting details appropriate to the purpose of the essay.
 2. Use a variety of types of support for a single rhetorical purpose.
 3. Synthesize ideas from primary and secondary sources and integrate into written essays using appropriate documentation format
- E. Punctuation & Grammar
- Self-editing development for advanced techniques and effects.
- F. Topic Sentence & Transitions
1. Write extended sentences capable of definition, comparison, exemplification, causal analysis, and argumentation using established topic development and transitional skills.
 2. Use of effective and varied transitional elements smoothly and appropriately.
- G. Prewriting Skills
- Practice opportunities for the use of established, independent skills.
- H. Library and Research Skills
1. Use MLA style for documentation of paraphrasing, summarizing and quoting from primary and secondary sources.
 2. Use the library, journals, the internet and other academic sources.
 3. Find, evaluate, analyze and interpret primary and secondary sources.
 4. Avoid plagiarism, both voluntary and involuntary.
 5. Use of definition, and historical and academic examples.
 6. Use of reasoning and logical development.
 7. Ability to evaluate electronic sources for credibility.
- I. Purpose, Style, Language, Audience, Tone
1. Develop an essay according to a purpose (advanced).
 2. Identify main purpose, audience, and tone independently.
 3. Ability to write for specific audiences and purposes.
 4. Ability to show critical judgment in essay construction.
- J. Revising/Drafting
1. Practice skills in independent drafting to compose and edit.
 2. Writing assignments should adhere to the specific composition stylistics and rhetorical techniques associated with their construction. Examples include: Personal Narrative, Expository, Critical Analysis, Comparative Analysis, Persuasive/Argumentative, and Research-based Analysis.
- K. Technological Skills
1. Ability to use the internet for clear, concise communications.
 2. Ability to use search strategies on the internet.
 3. Ability to determine the credibility of web sites.
 4. Knowledge of netiquette.
- L. Reading Skills

1. Read a variety of texts: Non-fiction, anthologies of short stories, or fictional works. (Emphasis: non-fiction examples) at a 12th grade level or higher.
2. Read critically for thesis, inference, connotation, and tone.
3. Practice the reading skills of summary, paraphrase, and direct quotation and apply to writing.
4. Analyze and detect symbolism, figurative language and theme.
5. Read exemplary essays as models for writing.
6. Enrich vocabulary through reading examples and use of dictionary

V. Assignments

A. Appropriate Readings

1. Exemplary models from each of five areas of a standard rhetoric: Definition, comparison, causal analysis, exemplification, and argument/persuasion.
2. Students will read a variety of texts: short stories, a work of fiction, and a work of non-fiction or another combination of equivalent length and sophistication.

B. Writing Assignments

1. Students will write a variety of compositions (example styles: Personal Narrative, Expository, Critical Analysis, Comparative Analysis, Persuasive/Argumentative, and Research-based Analysis) and they will write an extended research paper developing an original thesis.
2. Responses in short essay form to a variety of prompts, evocative of literary analysis.
3. Timed in-class essay writing to exhibit acceptable college-level control of mechanics, organization, development and coherence.
4. The word count minimum for the entire semester will be 5,000 words. The 5,000 word minimum will include both modalities: in-class and out-of-class (take home) writing.

C. Expected Outside Assignments

1. Bi-weekly essays and a full-length research paper.
2. Library and internet research.
3. Reading assignments from textbooks.

D. Specific Assignments that Demonstrate Critical Thinking

All essays will integrate the processes of invention, organization, mechanical skills, clarity, and logic.

VI. Methods of Evaluation

Traditional Classroom Evaluation:

Essays/compositions (thesis statement, outline, bibliography/Works Cited, rough draft, final draft), homework, classroom discussion, journals, lab demonstrations and activities, multiple choice quizzes, and participation.

Hybrid Evaluation:

All quizzes and exams will be administered during the in-person class time. Students will be expected to complete online assignments and activities equivalent to in class assignments and activities for the online portion of the course. Electronic communication, both synchronous and asynchronous (chat/forum) will be evaluated for participation and to maintain effective communication between instructor and students.

Online Evaluation:

A variety of methods will be used, such as: research papers, asynchronous and synchronous (chat/forum) discussions, online quizzes and exams, posting to online website and email communications using the district's approved learning management system.

Correspondence Evaluation:

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

- Traditional Classroom Delivery Correspondence Delivery
 Hybrid Online Delivery

Traditional Classroom Delivery:

Lecture, discussion, research, composition and other appropriate activities to be determined by the instructor.

Hybrid Delivery:

A combination of traditional classroom and online instruction will be utilized. Every semester, 34 hours of class will be taught face-to-face by the instructor and the remaining 17 hours will be instructed online through the technology platform adopted by the District. Traditional classroom instruction will consist of lectures, visual aids, discussions and group activities. Online delivery consists of instructor-generated information, readings, news communications, web links and activities as well as facilitation of forum-based discussions and communications.

Online Delivery:

Online written lectures, participation in forum-based discussions, online exercises/assignments contained on website, essays/compositions, email communications, postings to forums, and web-links will comprise the method of instruction.

Correspondence Delivery:

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

VIII. Representative Texts and Supplies

Traditional and Online Sections Only:

Goldthwaite, Melissa (editor). *The Little Norton Reader: 50 Essays from the First 50 Years*. W.W. Norton, 1st edition, 2016. ISBN-13: 978-0-393-26582-8
ISBN:9780393624106

Hacker, Diana. *A Writer's Reference*, 10th edition. Boston. Bedford/St. Martin's, 2020.
ISBN-13: 978-1319169404 ISBN 9781319332938

A full-length book work. Recommended readings:

Achebe, Chinua. *Things Fall Apart*
Atwood, Margaret. *The Edible Woman*
Barthelme, Donald. *Sixty Stories*
Baldwin, James. *Another Country*
Capote, Truman. *In Cold Blood*
Cather, Willa. *My Antonia, Death Comes for the Archbishop*
Didion, Joan. *The Year of Magical Thinking*
Dillard, Annie. *Pilgrim at Tinker Creek*
Ellison, Ralph. *Invisible Man*
Faulkner, William. *The Sound and the Fury, As I Lay Dying, Light in August, Absalom, Absalom!*
Joyce, James. *Ulysses*
Kerouac, Jack. *On the Road, The Subterraneans*
Hemingway, Ernest. *The Old Man and the Sea, The Short Stories of Ernest Hemingway*
Huxley, Aldous. *Brave New World*
Martel, Yann. *Life of Pi*
Mason, Bobbie Anne. *In Country*
McPhee, John. *Basin and Range, The Pine Barrens*
Morrison, Toni. *Beloved, The Bluest Eye*
O'Brien, Tim. *The Things They Carried*
O'Rourke, P.J. *Parliament of Whores, Give War a Chance*
Orwell, George. *1984, Animal Farm*
Paley, Grace. *The Collected Stories*
Rhys, Jean. *The Collected Short Stories*
Salinger, J.D. *The Catcher in the Rye*
Steinbeck, John. *Of Mice and Men, Cannery Row*
Theroux, Paul. *The Kingdom by the Sea: A Journey Around the Coast of Great Britain, The Mosquito Coast, Riding the Iron Rooster*
Toole, John Kennedy. *A Confederacy of Dunces*
Vonnegut, Kurt Jr. *Cat's Cradle, Slaughterhouse Five*
Walker, Alice. *The Color Purple*
Waugh, Evelyn. *A Handful of Dust*
Wolfe, Tom. *The Electric Kool-Aid Acid Test, The Bonfire of the Vanities, I Am Charlotte Simmons: A Novel*
Wright, Richard. *Native Son*

IX. Discipline/s Assignment

English

X. Course Status

Current Status: Active

Original Approval Date: 4/24/1990

Revised By: Cory McClellan

Curriculum/Academic Standards Committee Revision Date: 10/19/2021