

Lassen Community College Course Outline

ENGL-105 Introduction to College Reading, Writing, and Thinking 3.0 Units

I. Catalog Description

Development of reading, writing, and critical thinking skills including reading for comprehension, summarizing, paraphrasing and directly quoting, writing responses to readings, integrating ideas from multiple sources to support a single idea, appropriately citing sources and writing essays. This course has been approved for online, hybrid and correspondence delivery. Students may choose to also be enrolled in English 105A for additional skills.

Does not transfer to UC/CSU

51 Hours Lecture, 102 Outside Class hours, 153 Total Student Learning Hours

Scheduled: Fall, Spring, Summer

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Not 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 writing skills by writing an organized, thesis-driven essay using grammatically correct sentences.
2. Demonstrate critical reading skills by writing a critical response to a college-level article, essay or equivalent reading.
3. Integrate ideas from multiple sources into a logical, well-reasoned essay with appropriate MLA citations.

B. Course Objectives

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

1. Comprehend college-level readings.
2. Construct thoughtful responses to readings.
3. Write fully developed, organized essays.
4. Use competent English mechanics.
5. Identify the main purpose, audience, tone, and context for expository writing.
6. Follow the MLA format and appropriately cite sources when writing essays or responses to readings.

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.

1. Essay Style & Logic (Critical Thinking)
 - a. Development of essays of increasing length to a goal of 1050 words (3 pages).
 - b. Use of effective specifics and examples to support essay topics.

- c. Awareness of the logic of the complete, effective essay.
 - d. Development of a consistent point or thesis.
 - e. Avoidance of digression and off-topic ideas.
2. Thesis and Organization
 - a. Ability to compose a succinct thesis statement.
 - b. Use of a thesis (focus) as the unifying element of an essay.
 - c. Recognition of the thesis in readings used as examples.
 - d. Positioning of the thesis for maximum impact for different purposes (pyramid, inverted pyramid) with introductory theses emphasized.
 - e. Organize for clarity, efficiency and accuracy.
 - f. Learn to organize essays for specific effects on audiences and for logical construction, (emphatic, chronological, spatial, etc.)
 3. Support
 - a. Recognition of various types of support: personal example, facts, illustrations, historical example and contemporary events.
 - b. Utilization of multiple sources of support within a single essay
 4. Punctuation & Grammar
 - a. Learn the conventions of spelling, grammar, usage, syntax, and punctuation.
 - b. Use of Parts of Speech.
 5. Topic Sentences & Transitions
 - a. Practice the use of topic sentences with a focus on consistency of paragraph ideas with the topic.
 - b. Learn simple, single-word transitions appropriate to each rhetorical purpose. (e.g. transitions for comparison)
 - c. Become aware of longer, sentence length, transitional elements.
 6. Prewriting Skills
 - a. Learn and practice brainstorming,
 - b. Free-association, list-making, mapping, clustering.
 - c. Learn to organize a brainstormed list.
 - d. Practice researching several topics before choosing.
 - e. Learn to determine whether there is sufficient material to produce the essay in the required length.
 7. Library and Research Skills
 - a. Learn familiarity with the resources of a college library.
 - b. Learn search strategies to find both topics and specific examples.
 - c. Recognize the difference between a unique idea and copying the ideas of others.
 - d. Define plagiarism and be able to avoid it.
 - e. Be able to follow MLA to produce a parenthetical citation and a works cited.
 - f. Be able to take notes and then use them to compose an essay.
 8. Purpose, Style, Language, Audience, Tone
 - a. Develop an essay according to a specific, stated purpose.
 - b. Identify main purpose, audience, and tone in readings.
 - c. Recognition that audience effects tone.
 9. Revising/Drafting
 - a. Use of drafts to develop and refine a subject.
 - b. Develop proof-reading skills for mechanics and sense.
 - c. Discrimination between digression and essential information.
 - d. Ability to self-correct grammar and punctuation with increasing skill.
 10. Reading Skills
 - a. Read both student and professional examples of the essays types.
 - b. Read accurately for research purposes.

- c. Summarize and paraphrase.

V. Assignments

A. Appropriate Readings

Exemplary models from a standard rhetorical reader or similar instructor-selected samples.

B. Writing Assignments

1. Pre-writing, drafting.
2. Multiple essays and/or short responses (prepared both in class and out of class) in various modes in both rough and then edited, final form.
 - a. Essays must be at least 400-600 words and at least one essay must be to at least 1000 words.
3. Research-related essay and projects.
4. Exercises in mechanics.

C. Expected Outside Assignments

1. Selected readings.
2. Essay composition.
3. Exercises in mechanics.

D. Specific Assignments that Demonstrate Critical Thinking

1. Writing of papers with logical construction and content.
2. Application of rules of mechanics to actual writing situations.
3. Selection of relevant strategies and resources to apply assignments.
4. Developing critical responses to assigned readings.

VI. Methods of Evaluation

Traditional Classroom Evaluation:

Term paper (topic choice, thesis statement, outline, bibliography, rough draft, final draft), homework, classroom discussion, essay, 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 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, audio/visual aids, demonstration, group exercises, guest speakers, lab, individualized programs and other as needed.

Hybrid Delivery:

A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours, or 1/3 of the lecture hours, will be taught face-to face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

Online Delivery:

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 approved learning management system.

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

Instructor-generated packet/materials with at least 75 pages of college-level reading from a minimum of six essays or articles.

AND

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

AND

At least one book-length non-fiction reading to be determined by individual instructors (Additional readings may be non-fiction or fiction)

Examples of non-fiction readings:

- *The Power of Habit* by Charles Duhigg
- *Drive* by Daniel Pink
- *The Other Wes Moore: One Name, Two Fates* by Wes Moore
- *The Art of Happiness in a Troubled World* by Dalai Lama and Howard C. Cutler
- *Losing My Cool: How a Father's Love and 15,000 Books Beat Hip Hop Culture* by Thomas Chatterton Williams
- *Wild: From Lost to Found on the Pacific Crest Trail* by Cheryl Strayed
- *Imperfect* by Jim Abbott
- *Breaking Night* by Liz Murray

IX. Discipline/s Assignment

English

X. Course Status

Current Status: Active

Original Approval Date: 11/05/2013

Revised By: Laura Rotlisberger

Curriculum/Academic Standards Committee Revision Date: 11/7/2023