



## Course Outline

### BASIC COURSE INFORMATION

**Course Number:** ENGL 180

**Course Title:** INTRODUCTION TO ENGLISH COMPOSITION

Total Student Hours and Credit		
	Hours/Week	Hours/Term
Lecture Hours	in-class	4.00
	out-of-class	8.00
Lab Hours	in-class	0
	out-of-class	0
Activity Hours	in-class	0
	out-of-class	0
TBA Hours Per Term		0
Total Student Hours Per Term:		216.00
Hours-per-unit Divisor		54.00
Units of Credit:		4.00

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks.  
Curriculum is calculated based on 18 weeks.

#### **Catalog Description:**

Provides an accelerated alternative to the English 099 and English 156 sequence that focuses on development of reading, writing, and critical thinking skills necessary in college-level composition, with individual attention to paragraph and essay structure, sentence structure, grammar, and punctuation.

#### **Schedule Description:**

Provides an accelerated alternative to the English 099 and English 156 sequence that focuses on development of reading, writing, and critical thinking skills necessary in college-level composition, with individual attention to paragraph and essay structure, sentence structure, grammar, and punctuation. Prerequisite: Appropriate placement.

#### **Prerequisites:**

- Appropriate Placement.

**Division:** English  
**Department:** English  
**Minimal Qualification Discipline Designation (MQDD):** English  
**Degree Applicability:** Credit - Degree Applicable  
**Methods of Instruction:**

- Lecture and/or discussion
- Distance Education

**Grading Method:**

- Letter Grade Only

**Repeatability:**

**Course Cap:** 25

**Face-to-Face Modality Limit:** 25

**Limit:**

**DE Modality Limit:** 25

**STUDENT LEARNING OUTCOMES**

1. Develop college-level essays as a process that involves pre-writing, drafting, and revising.
2. Write essays that have a clear thesis, supporting claims, and explanations of evidence that demonstrate critical thinking.
3. Critically engage a variety of texts through evaluation, analysis, and synthesis of information.
4. Demonstrate sentence-level fluency.

**COURSE CONTENT**

**Objectives:**

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

1. Treat writing as a process that includes prewriting, outlining, drafting, editing, proofreading, and revising.
  - Essay Exams
  - Group Work
  - Quizzes/Exams
  - Reading Reports
  - Term or Other Papers
  - Written/Typed Homework
2. Demonstrate knowledge of essay structure, including how paragraphs work together to construct a case.
  - Essay Exams

- Group Work
  - Quizzes/Exams
  - Reading Reports
  - Term or Other Papers
  - Written/Typed Homework
3. Recognize the importance of purpose and audience and their role in writing.
- Essay Exams
  - Group Work
  - Quizzes/Exams
  - Reading Reports
  - Term or Other Papers
  - Written/Typed Homework
4. Read actively and critically.
- Essay Exams
  - Group Work
  - Internet Research
  - Quizzes/Exams
  - Reading Reports
  - Term or Other Papers
  - Written/Typed Homework
5. Recognize rhetorical methods employed in texts.
- Essay Exams
  - Group Work
  - Quizzes/Exams
  - Reading Reports
  - Term or Other Papers
  - Written/Typed Homework
6. Synthesize ideas and information to develop viewpoints on a topic and provide support.
- Essay Exams
  - Group Work
  - Internet Research
  - Quizzes/Exams
  - Reading Reports
  - Term or Other Papers
  - Written/Typed Homework
7. Enhance arguments with written text.
- Essay Exams
  - Group Work
  - Quizzes/Exams
  - Reading Reports
  - Term or Other Papers
  - Written/Typed Homework
8. Demonstrate increased ability to identify and correct grammar and punctuation errors.
- Essay Exams
  - Group Work
  - Quizzes/Exams
  - Reading Reports
  - Term or Other Papers

- Written/Typed Homework
9. Practice word processing skills, including using basic MLA format.
    - Essay Exams
    - Group Work
    - Internet Research
    - Quizzes/Exams
    - Reading Reports
    - Term or Other Papers
    - Written/Typed Homework
  10. Apply reading comprehension strategies to deconstruct texts.
    - Group Work
    - Internet Research
    - Quizzes/Exams
    - Reading Reports
    - Written/Typed Homework

### **Topics & Scope:**

1. Stages of the writing process (e.g. formulating idea, planning, prewriting, drafting, revising).  
(Obj 1, 2, 3, 6, 8, 9)
2. Thesis statements (e.g. developing a positional idea that unifies writing)  
(Obj 1, 2, 3, 4, 6)
3. Essay structure (e.g. understanding the purpose of an introduction, staying connected to the established thesis, concluding effectively).  
(Obj 1, 2, 3, 8, 9)
4. Audience awareness in reading and writing (e.g. recognizing stakeholders with regard to a given issue, appealing to those who may not be well-versed on the topic, considering different perspectives).  
(Obj 1, 2, 3, 4, 5, 6, 7, 8, 9)
5. Rhetorical methods in texts (e.g. analytical, argumentative, cause and effect, informative, et al)  
(Obj 3, 4, 5, 6, 7)
6. Discerning meaning from readings and distinguishing main ideas from examples, details, supporting evidence, and opposing viewpoints.  
(Obj 3, 4, 5, 6, 7)
7. Relating reading to writing (e.g. responding to text, applying sources to support claims, utilizing readings as models for writing).  
(Obj 1, 2, 3, 4, 5, 6, 7, 8)
8. Synthesize information from multiple sources to offer supporting evidence (e.g. applying class readings to writing, locating additional sources, discerning between viable and dubious information, incorporating various types of evidence: pathos, logos, primary, secondary, et al).  
(Obj 1, 2, 3, 6, 8, 9)
9. Effect of sentence-level expression on ideas (e.g. sentence syntax, word choice, grammar).  
(Obj 1, 2, 3, 8, 9)
10. Word processing skills (e.g. employing MLA format, understanding the limits of Spell

Check, organizing essays with the help of headings and page numbers).

(Obj 2, 8, 9)

11. Reinforce instruction on essay structure including thesis, well-developed paragraphs, transitions, and conclusions.

(Obj )

### **Assignments:**

Examples of independent assignments to fulfill 144 total hours of required out-of-class work:

1. Students will use the stages of the writing process to compose a minimum of three essays, increasing in length and/or difficulty over the course of the semester, with a combined total of at least 3500 words. (Obj 1, 2, 3, 4, 6, 8, 9)
2. Students will read a variety of texts, increasing in difficulty, including articles from journals, newspapers, and magazines, and at least one work of literary fiction, collection of short stories, and/or work of non-fiction. (Obj 3, 4, 5, 6, 7)
3. Students will evaluate and analyze reading materials, respond to essay questions, write formal essays, and prepare for and compose at least one in-class essay (all of which contributes to a total minimum of 6,000 words required in the course). (Obj 1, 2, 3, 4, 5, 6, 7, 8, 9)

Class participation and assignments require and develop critical thinking.

1. Discuss texts and media, including articles, editorials, documentaries, films, advertisements, non-fiction books, and works of literature that engage social and political issues with attention to author's main idea, strengths and weaknesses of author's presentation, and for students to formulate their own critical responses to the presented texts. (Obj 3, 4, 5, 6, 7)
2. Respond to texts in writing during lab sessions, including summaries, analysis and evaluation of authors' presentation, and engagement of ideas expressed in texts. (Obj 1, 2, 3, 4, 5, 6, 7, 8, 9)
3. Conference with instructors and collaborate with peers to offer and receive feedback on stages of the writing process for various assignments. (Obj 1, 2, 3, 4, 5, 6, 7, 8, 9)

### **Methods of Evaluation:**

- Written/Typed Homework
- Term or Other Papers
- Group Work
- Internet Research
- Quizzes/Exams
- Essay Exams
- Reading Reports

## Texts, Readings, and Materials:

### • Textbooks

Wolitzer, Meg *The Best American Short Stories 2017* Mariner Books, (2017).

Jamison, Leslie *The Best American Essays 2017* Mariner Books, (2017).

Atwan, Robert *America Now* (12/e). Bedford, (2017).

Slater, Lauren *Opening Skinner's Box* W.W. Norton, (2004). Rationale: Text is used as a model for sample teaching exercises conducted at the California Acceleration Project conferences.

Gladwell, Malcolm *Outliers* Little, Brown and Company, (2008). Rationale: Text is included in many representative lists for accelerated courses in the California Community College system.

Nazario, Sonia *Enrique's Journey* Random House, (2007). Rationale: Included in many lists of representative texts in course outlines of accelerated courses in the California Community College system.

Skloot, Rebecca *The Immortal Life of Henrietta Lacks* Broadway Books, (2011).

Rationale: Included in many lists of representative texts for accelerated courses in the California Community College system.

Jahren, Hope *Lab Girl* Knopf, (2016).

### • Other

MLA/APA Handbook, Writer's Reference Guide, Grammar Guide, Instructor Course Pack, Appropriate Novel(s)

Eskens, Allen. *The Life We Bury*, ed. Seventh Street Books, 2014

Gyasi, Yaa. *Homegoing*, ed. Vintage, 2017

Doctorow, Cory. *Little Brother*, ed. Tor Teen, 2010

Whitehead, Colson. *The Underground Railroad*, ed. Doubleday, 2016

Ng, Celeste. *Little Fires Everywhere*, ed. Penguin Press, 2017

Cline, Ernest. *Ready Player One*, ed. Broadway Books, 2012

Clarke, Arthur C.. *Childhood's End*, ed. Del Rey, 1987