ENGL V01A: ENGLISH COMPOSITION

Course Information

College
Ventura College

Discipline (CB01A)
ENGL - English
Course Number (CB01B)
V01A

Course Title (CB02)
English Composition

Credit Type
Credit

Start Term
Fall 2022

Catalog Information

Formerly
ENGL 1A

Catalog Course Description
This is a writing course that emphasizes critical reading, expository and argumentative writing, and mastery of library research techniques. It includes instruction and practice in critical thinking; analytical reading and evaluation of written work, including at least one book-length work of significant literature; and communicating and supporting ideas in organized, coherent essays. Students are required to write a minimum of 5000 formal words, including a research project, based on essays, literature read in class, personal experience, and college-level research.

Field Trips

Field trips
Will not be required

Grading Methods

Grading method
(L) Letter Graded

Materials Fee

Does this course require an instructional materials fee?
No

Repeatability

Repeatable for Credit
No

Is this course part of a family?
No

Course Basic Codes

Taxonomy of Programs (TOP) Code (CB03)
1501.00 - English

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture Minimum Contact Hours
61.25
Lecture Maximum Contact Hours
61.25

Laboratory Minimum Contact Hours
35.00
Laboratory Maximum Contact Hours
35.00

Total In-Class Contact Hours

Total Minimum Contact Hours
96.25
Total Maximum Contact Hours
96.25

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class Hours

Total Minimum Outside-of-Class Hours
122.50
Total Maximum Outside-of-Class Hours
122.50

Total Student Learning

Total Minimum Student Learning Hours
218.75
Total Maximum Student Learning Hours
218.75

Units

Minimum Units (CB07)
4
Maximum Units (CB06)
4

Requisites

Prerequisites
ENGL V02 or placement as determined by the college's multiple measures assessment process

Entrance Skills

Entrance Skills

A student who has not acquired the following skills taught in ENGL V02 is highly unlikely to receive a satisfactory grade in ENGL V01A.

Prerequisite Course Objectives

ENGL V02-Compose complex sentences of varying length, employing appropriate college-level vocabulary.
ENGL V02-Develop support for the thesis and topic sentences, using details, examples, facts, explanation, and personal experience.
ENGL V02-Choose appropriate patterns of paragraph development to satisfy the audience and the purpose of the essay: description, narration, definition, classification, cause-effect, comparison-contrast,persuasion.
ENGL V02-Summarize, paraphrase, and quote research material accurately, documenting sources according to MLA style.

Outcomes & Objectives

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Write coherent, thesis-driven academic prose with well-developed paragraphs.
2	Integrate relevant ideas and evidence from credible sources using appropriate methods of citation.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose, including at least one book-length work of significant literature (fiction and/or nonfiction).
2	Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
3	Develop varied and flexible strategies for generating, drafting, and revising essays.
4	Analyze stylistic choices in their own writing and the writing of others.
5	Write in-class timed essays in subsequent courses while exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6	Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7	Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8	Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Course Content

Lecture/Course Content

This course requires a minimum of 5,000 words of formal writing. In addition, the following topics will be addressed.

1. Writing process and strategies for generating, drafting, and revising expository and argumentative essays (Obj. 2, 3, 5, 8)
   a. Rituals
      i. Overcoming procrastination
      ii. Creating a positive writing environment
   b. Prewriting strategies
      i. Freewriting
      ii. Clustering, mapping, branching
      iii. Outlining
   c. Drafting
      i. Organization strategies
         1. Chronological order
         2. Spatial order
         3. Emphatic order
         4. Logical progression through deductive and inductive reasoning
      ii. Creating unity and cohesion
         1. Narrowing writing topics
         2. Thesis statement to control the essay
         3. Topic sentences to control body paragraphs
         4. Writing coherently: key words and phrases, transitions/signposts, rhetorical questions, connective comments, linking current development with focus of paragraph and essay
         5. Distinguishing--and translating between--literal and figurative expression (analogy, metaphor, simile, hyperbole, irony)
      iii. Providing supporting material: details, facts, examples, data, personal experiences
   d. Revising
      i. Clarifying purpose and audience
      ii. Adding details, facts, examples, data, and personal experience for the development of ideas
      iii. Deleting irrelevant material for clarity
      iv. Reevaluating organization strategy
   e. Editing

      i. Employing varied grammatical forms: sentence, clause, and phrase types
      ii. Evaluating word choice/diction: appropriate level of formality, denotation, connotation
      iii. Understanding the use of tools for word selection: dictionary (etymology, pronunciation guide, syllabification), thesaurus (synonym, antonym)
      iv. Managing emphasis: subordination, position, repetition
      v. Editing for grammar, punctuation, usage
      vi. Proofreading for spelling and mechanics

2. Critical reading strategies for analyzing, interpreting, and evaluating works of significant literature (fiction and/or nonfiction) (Obj. 1, 6, 7)
    a. Evaluation of texts: reading with a critical eye
      i. Determining an author's purpose and analyzing ways the writer achieves that purpose
      ii. Identifying and considering the author's points of view
      iii. Identifying and discussing the author's rhetorical strategies
      iv. Identifying and recognizing the characteristics/traits of a variety of texts
    b. Juxtaposing the reader's context with the text
      i. Recognizing the context-bound nature of texts
      ii. Relating the text to the personal experiences of students, historical events, current events, and other courses
    c. Reading and using secondary sources: introduction to bibliographic research
      i. Initiating research projects and locating library resources
      ii. Introducing methods for distinguishing among summary, paraphrase, and quotation to appropriately integrate secondary sources
      iii. Evaluating and using sources to write a research, source-based essay
      iv. Recognizing citation format and strategies for avoiding plagiarism

3. Persuasion, logic, and critical thinking in expository and argumentative writing (Obj. 1, 2, 4)
    a. Modes of persuasion
      i. Ethos
      ii. Pathos
      iii. Logos
    b. Logical fallacies
      i. Ad hominem
      ii. Ad populum
      iii. Appeal to authority
      iv. Begging the question
      v. False dichotomy
      vi. Hasty generalization
      vii. Post hoc / false cause
      viii. Straw man
    c. Fact vs. opinion
    d. Deductive and inductive reasoning
    e. Analyzing, synthesizing, and evaluating ideas in resources and compositions
    f. Recognizing and analyzing assumptions/premises/warrants in writing and reading
    g. Drawing inferences from and extrapolating from written text, including works of significant literature (fiction and/or nonfiction)

4. Purposes for writing (Obj. 2, 4)
    a. Informing
    b. Explaining
    c. Persuading
    d. Entertaining
    e. Self-expression

5. Analyzing the audience for writing (Obj. 1, 4)
    a. Audience profile
    b. Audience-subject relationship
    c. Audience-writer relationship
    d. Writer's role

6. Using purpose and audience as a guide (Obj. 1, 2, 4)
    a. Word choice
    b. Tone
    c. Style
    d. Voice

7. Rhetorical modes (Obj. 2, 4)

    a. Definition/classification
    b. Process analysis
    c. Explanatory
    d. Compare/contrast
    e. Evaluative
    f. Persuasive
    g. Research
    h. Literary analysis
8. The research process and integration of source material into writing (Obj. 6, 7)
    a. Using the library
        i. Evaluating print sources
        ii. Evaluating electronic sources
    b. Using the internet: evaluating websites and other online sources
        i. Search tools
        ii. Search strategies
        iii. Judging reliability
    c. Recording and incorporating relevant information
        i. Annotating and notetaking
        ii. Direct quotation, paraphrase, and summary
        iii. Quoting correctly: direct quotation, ellipsis, emendation/brackets
        iv. Distinguishing between one's ideas and those of one's sources
        v. Avoiding plagiarism
    d. Documentation
        i. Modern Language Association (MLA) with an overview of APA
        ii. In-text citations
        iii. Works cited list

Laboratory or Activity Content

The English Writing Laboratory provides supervised practical experience allowing students to apply the information and/or techniques learned in the lecture portion of the course to achieve level proficiency.

Instructional Methodology

Specify the methods of instruction that may be employed in this course

AVP
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
DISTANCE EDUCATION
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
One-on-one conference
Readings
Small group activities

Describe specific examples of the methods the instructor will use:

Other in-class activities include journal writing, small group discussions of essays and other written materials, peer revising and editing workshops, and computer interactive activities.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Essay exams
Group projects
Individual projects
Journals
Oral presentations
Portfolios
Research papers
Written analyses
Written compositions

Representative Course Assignments

Writing Assignments

A minimum of 5,000 words of formal writing is required. Students will organize and compose cohesive, effective papers on argumentative and expository subjects. Students will also demonstrate an ability to use critical thinking and reading skills to respond to the ideas in the nonfiction and/or literary texts assigned in this course and to incorporate college-level research into their essays.

Critical Thinking Assignments

Revision of essays for focus, support, clarity, and style.

Contrast the differences between classic and Rogerian arguments; evaluate the pros and cons of each argument technique.

Written responses to readings and discussions, including peers' papers.

Discussion and analysis of readings and current events. Identification and analysis of thesis, logic, organization, the effectiveness of argument, writing strategies, and style in a book-length text.

Reading Assignments

Approximately 30-50 pages per week from college-level readings, including essays, full-length works of non-fiction, and short and full-length works of significant literature, and/or a standard handbook on writing and documentation. Students will be required to comprehend, analyze, evaluate, and respond in writing to the ideas in the texts assigned in this course and related mediums.

Skills Demonstrations

Reading text and other materials; writing essays and journals.

Outside Assignments

Representative Outside Assignments

Reading: Approximately 30-50 pages per week from college-level readings, including essays, full-length works of non-fiction, and short and full-length works of significant literature, and/or a standard handbook on writing and documentation. Students will be required to comprehend, analyze, evaluate, and respond in writing to the ideas in the texts assigned in this course and related mediums.

Writing: A minimum of 5,000 words of formal writing is required. Students will organize and compose cohesive, effective papers on argumentative and expository subjects. Students will also demonstrate an ability to use critical thinking and reading skills to respond to the ideas in the nonfiction and/or literary texts assigned in this course and to incorporate college-level research into their essays.

Research: At least one substantial research project (minimally 1,500 words) that integrates reliable source material from a variety of source types.

Library Work: Research print and electronic sources for research projects; locate background materials for other writing projects.

Skills practice: Reading text and other materials; writing essays and journals.

Textbooks, Materials, and Resources

Resource Type

Textbook

Description

Graff, G. & Birkenstein, C . *"They Say / I Say": The Moves That Matter in Academic Writing* (5th). W. W. Norton & Company, 2021
0393538737

Resource Type

Textbook

Description

Kennedy, X.J., Kennedy, D.M., & Muth, M.F. *The Bedford Guide for College Writers with Reader* (12th). - Bedford/St. Martins, 2020
1319361536

Resource Type

Manual

Description

Bullock, R., Brody, M., & Weinberg, F. *The Little Seagull Handbook*. W. W. Norton & Company. 0393537021

Resource Type

Other Resource Type

Description

At least one full-length work of significant literature will also be required for this course. Any literary or non-fiction text that presents complex and/or scholarly claims and argument would be appropriate for this course. Some examples include Atwood's The Handmaid's Tale, Carr's The Shallows: What the Internet Is Doing to Our Brains, Chomsky's Manufacturing Consent, Coates's Between the World and Me, Conrad's Heart of Darkness, Crucet's Make Your Home Among Strangers, Douglass' The Narrative Life of Frederick Douglass, Ehrenreich's Nickel and Dimed, Faludi's Backlash: The Undeclared War Against American Women, Gladwell's Outliers: The Story of Success, Kingston's Woman Warrior, Klein's No Logo, Kolbert's The Sixth Extinction: An Unnatural History, Kozol's Savage Inequalities, Morrison's Beloved, Orwell's Collected Essays, Pollan's The Omnivore's Dilemma, Rose's Lives on the Boundary, Shelley's Frankenstein, Shiva's Staying Alive: Women, Ecology, and Development, Spiegelman's Maus, Thoreau's Walden, de Tocqueville's Democracy in America, West's Democracy Matters and Woolf's A Room of One's Own..

Library Resources

Sufficient Library Resources exist

Yes

Faculty Qualifications

Primary Minimum Qualification

ENGLISH

Distance Education Addendum

The purpose of this addendum is to document, for each modality of distance education to be used for this course, and in every section of the course that is offered using those modalities, that:
1. Regular effective/substantive contact is maintained, as mandated in Title 5 § 55204(a), and as defined (for institutional financial aid eligibility purposes) in 34 CFR 602.3 ("Distance education").
2. The methods of instruction are such that they maintain the same standards of course quality as are applied to traditional classroom courses, as mandated in Title 5 § 55202.
3. Instruction and course materials fulfill requirements imposed by the Americans with Disabilities Act (ADA) and section 508 of the Rehabilitation Act of 1973, as mandated in Title 5 § 55200.
The DE questions that follow should be answered with this purpose in mind. Faculty are also encouraged to read the CCCCO publication Distance Education Accessibility Guidelines for Students with Disabilities before adding or changing DE modalities for a course.
Title 5 § 55206 requires separate review and approval of any course in which distance education modalities are used in lieu of face-to-face contact for any portion of the instruction provided. This addendum serves to facilitate the mandated separate review and approval.

Definitions

"Distance Education" means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (Title 5 § 55200).
"Fully Online" means a course section taught 100% online, using only distance education instructional modalities. There can be no part of a fully online course section (including, but not limited to, orientation, assessment, proctored examinations, or a proctored final) that would require a student to be on campus.

"Web-enhanced" means a course section taught completely on-campus and face-to-face, but with some or all materials (such as the syllabus, assignments, grade book, etc.) posted online. This addendum is not required for a Web-enhanced course, provided that no sections of the course are offered using Hybrid or Fully Online modalities.

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Examinations

Hybrid (1%–50% online) Modality
On campus
Online

Hybrid (51%–99% online) Modality
Online

Articulation

This section will be completed by the Articulation Officer. Please check ASSIST.org for most recent information.

C-ID

C-ID Descriptor Number
ENGL 100
Status
Approved

Comparable Courses

Within the VCCCD
ENGL M01A - English Composition
ENGL M01AH - Honors: English Composition
ENGL R101 - College Composition
ENGL R101H - Honors: College Composition

CSU Transferability

Course is CSU transferable
Yes
CSU Baccalaureate List effective term:
Fall 1995 or earlier

UC Transferability

Indicate whether the course is being proposed for the University of California Transfer Course Agreement (UC TCA) or is already approved. The effective term is to be entered by the Articulation Officer.

Effective term:
Fall 1988

Review and Approval Dates

Technical Review
MM/DD/YYYY

Curriculum Committee
12/07/2021

DCCI
MM/DD/YYYY

Curriculum Committee
12/07/2021

Board of Trustees
MM/DD/YYYY

CCCCO
12/13/2021

State Control #
CCC000559537