

Today's Date: 08/14/2017

Course ID: ENGL V01A  
CC Approval: 09/20/2016  
Effective Term: Fall 2017

**Ventura College**  
**COURSE OUTLINE OF RECORD**

**I. Course Information** (Printed catalog data elements)

A. Discipline:  
English

B. Course ID:  
ENGL V01A

C. Course Title: English Composition

D. Units: 4.00

E. Hours:

Lecture/wk: 3.50

Lab/wk: 2.00

Total Semester Contact Hours (based on 17.5 week semester): 96.25

F. Prerequisite(s):  
ENGL V02 with grade of C or better or ENGL V03A with grade of C or better or placement as measured by the college assessment process

G. Corequisite(s):  
None

H. Recommended preparation:  
None

I. Enrollment Limitation:  
None

J.  
Description:

A writing course which emphasizes critical reading, expository and argumentative writing, and mastery of library research techniques. It includes instruction and practice in critical thinking, in analytical reading and evaluation of written work, including at least one book-length work of significant literature, and in the methods of clearly communicating and supporting ideas in organized, coherent essays. Students are required to write a minimum of 6500 formal words, including a research project, based on essays, literature read in class, personal experience, and college-level research.

K. Former course ID: Engl 1A

L. C-ID: ENGL 100

M. Transfer Status:  
CSU Recommended  
UC Recommended

## II. Course Objectives

- Upon successful completion of this course, the student will be able to demonstrate the following measurable skills and abilities:
  - A. 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).
  - B. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
  - C. Develop varied and flexible strategies for generating, drafting, and revising essays.
  - D. Analyze stylistic choices in their own writing and the writing of others.
  - E. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
  - F. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
  - G. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
  - H. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## III. Course Content

This course requires a minimum of 6,500 words of formal writing. In addition, the following topics will be addressed.

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

- syllabification), thesaurus (synonym, antonym)
      - d. Managing emphasis: subordination, position, repetition
      - e. Editing for grammar, punctuation, usage
      - f. Proofreading for spelling and mechanics
- B. Critical reading strategies for analyzing, interpreting, and evaluating works of significant literature (fiction and/or nonfiction)
  - 1. Evaluation of texts: reading with a critical eye
    - a. Determining an author's purpose and analyzing ways the writer achieves that purpose
    - b. Identifying and considering the author's points of view
    - c. Identifying and discussing the author's rhetorical strategies
    - d. Identifying and recognizing the characteristics/traits of a variety of texts
  - 2. Juxtaposing the reader's context with the text
    - a. Recognizing the context-bound nature of texts
    - b. Relating the text to the personal experiences of students, historical events, current events, and other courses
  - 3. Reading and using secondary sources: introduction to bibliographic research
    - a. Initiating research projects and locating library resources
    - b. Introducing methods for distinguishing among summary, paraphrase, and quotation in order to appropriately integrate secondary sources
    - c. Evaluating and using sources to write a research, source-based essay
    - d. Recognizing citation format and strategies for avoiding plagiarism
- C. Persuasion, logic and critical thinking in expository and argumentative writing
  - 1. Modes of persuasion
    - a. Ethos
    - b. Pathos
    - c. Logos
  - 2. Logical fallacies
    - a. Ad hominem
    - b. Ad populum
    - c. Appeal to authority
    - d. Begging the question
    - e. False dichotomy
    - f. Hasty generalization
    - g. Post hoc / false cause
    - h. Straw man
  - 3. Fact vs. opinion
  - 4. Deductive and inductive reasoning
  - 5. Analyzing, synthesizing, and evaluating ideas in resources and in compositions
  - 6. Recognizing and analyzing assumptions/premises/warrants in writing and in reading
  - 7. Drawing inferences from and extrapolating from written text, including works of significant literature (fiction and/or nonfiction)
- D. Purposes for writing
  - 1. Informing
  - 2. Explaining
  - 3. Persuading
  - 4. Entertaining
  - 5. Self-expression
- E. Analyzing the audience for writing
  - 1. Audience profile
  - 2. Audience-subject relationship
  - 3. Audience-writer relationship
  - 4. Writer's role

## F. Using purpose and audience as a guide

1. Word choice
2. Tone
3. Style
4. Voice

### G. Rhetorical modes

1. Definition/classification
2. Process analysis
3. Explanatory
4. Compare/contrast
5. Evaluative
6. Persuasive
7. Research
8. Literary analysis

## H. The research process and integration of source material into writing

1. Using the library
  - a. Evaluating print sources
  - b. Evaluating electronic sources
2. Using the internet: evaluating websites and other online sources
  - a. Search tools
  - b. Search strategies
  - c. Judging reliability
3. Recording and incorporating relevant information
  - a. Annotating and notetaking
  - b. Direct quotation, paraphrase, and summary
  - c. Quoting correctly: direct quotation, ellipsis, emendation/brackets
  - d. Distinguishing between one's own ideas and those of one's sources
  - e. Avoiding plagiarism
4. Documentation
  - a. Modern Language Association (MLA) with an overview of APA
  - b. In-text citations
  - c. Works cited list

Total Lecture Content Hours: 61.25

#### IV. Lab Content:

The English Writing Lab 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.

Total Lab Content Hours: 35.00

## V. Assignments

**A. Representative In-class Assignments** that develop critical thinking (required for degree applicable courses) may include, but are not limited to:

Student Activities:	Write composition(s) and/or report(s) and/or essay(s)	Write research paper(s) and/or term paper(s) and/or	Solve computational and/or symbolic problems	Conduct and experiment or survey	Engage in analytical discussions	Prepare oral presentations	Develop skills in performance/activities	Create and analyze projects	Other (specify below)
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		other paper(s)							
<b>Critical Thinking Skills</b>	<b>Student Activities involved in each skill</b>								
Evaluating	✓	✓			✓			✓	
Appraising and assessing	✓	✓			✓			✓	
Justifying	✓	✓			✓			✓	
Synthesizing	✓	✓			✓			✓	
Developing and formulating	✓	✓			✓			✓	
Analyzing	✓	✓			✓			✓	
Solv problems	✓	✓			✓			✓	
Applying principles	✓	✓			✓			✓	
Comprehending concepts	✓	✓			✓			✓	
Identifying knowledge	✓	✓			✓			✓	
Other (describe): 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. Comments:									

## B. Representative Out-of-class 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. (3-4 hours per week)

**Writing:** A minimum of 6,500 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 (3-4 hours per week)

**Research:** At least one substantial research project (minimally 1,500 words) that integrates reliable source material from a variety of source types. (Weekly hours included in Reading and Writing activities)

**Library Work:** Research print and electronic sources for research project; locate background materials for other writing projects. (Weekly hours included in Reading and Writing activities)

**Skills practice:** Reading text and other materials; writing essays and journals. (Weekly hours included in Reading and Writing activities)

**Field trips:** Visit museums and/or attend lectures.

Total Outside Assignments Hours: 122.50

## VI. Representative Instructional Modes -

Lecture

Laboratory

Audio Visual Presentations

Class Activities

Class Discussions

Collaborative Group Work

Computer-aided Presentation/Assignments

Demonstrations

Distance Education

Guest Speakers  
 Internet Research  
 Large Group Activities  
 Lecture/Discussion  
 One-on-one Conference  
 Problem Solving  
 Reading Aloud  
 Reading Assignments  
 Small Group Activities  
 Web-based Presentation

## VII. Evaluation Methods - Substantively related to the course objectives.

### A. Writing.

essay exam(s)  
 term or other paper(s)  
 written homework  
 written composition(s)  
 other (specify) : primarily academic essays, including in-class writing, which reveal students' ability to organize and develop a variety of rhetorical and expository patterns; reading responses; journals

### B. Skills demonstrations. Including:

active and informed participation  
 other (specify) : Discussions of assigned readings to analyze and evaluate styles, techniques and content; portfolios, oral presentations, and group projects

### C. Objective examinations. Including:

other (specify) : short answer quizzes and/or essay exams

## VIII. Textbooks

List representative textbooks, manuals, and other instructional materials/publications, including those materials to be put in the Library/LRC(Learning Resources Center).

Author(s)	Title(s)	Publisher(s)	Date(s)
Graff, G. & Birkenstein, C	"They Say / I Say": The Moves That Matter in Academic Writing	W. W. Norton & Company	2014
Reid, S.	The Prentice Hall Guide for College Writers, Brief	Prentice Hall	2013
Kennedy, X.J., Kennedy, D.M., & Muth, M.F	The Bedford Guide for College Writers with Reader	Bedford/St. Martins	2013
Behrens, L. & Rosen, L.J.	Writing and Reading Across the Curriculum	Longman	2015
Bullock, R., Brody, M., & Weinberg, F.	The Little Seagull Handbook	W. W. Norton & Company	2014

Other appropriate publications/instructional materials such as representative recommended readings, repertoire, non-print media (eg.,websites, audio/visual recordings), and software.

### Other

Other Appropriate Publications:

1. 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*, Cruet'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*.

Discipline-specific websites: Yes

#### **IX. Minimum Qualifications**

English (Masters Required)

#### **X. Student Learning Outcomes**

- **CSLO-1:** Write coherent, thesis-driven academic prose with well-developed supporting paragraphs and a conclusion.
- **CSLO-2:** Write 50-minute timed essays of at least two pages in response to a written prompt (expository writing). Essays should include a thesis, focused and detailed body of support, and a conclusion, and should be free of distracting sentence-level errors.
- **CSLO-3:** Students will employ sound reasoning.
- **CSLO-4:** Argue a researched perspective on issues of professional, personal and/or social significance by gathering, evaluating, and synthesizing sources in a correctly documented paper.