

Today's Date: 05/06/2016

Course ID: ENGL V01A  
CC Approval: 10/20/2009  
Effective Term: Fall 2010

**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: 5.00

E. Hours:

Lecture/wk: 5.00

Total Semester Contact Hours (based on 17.5 week semester): 87.50

F. Prerequisite(s):  
ENGL V02 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:

The student will learn to write coherent, well-developed expository essays using a variety of rhetorical modes; to prepare a research paper; and to respond critically to ideas in published works.

K. Former course ID: Engl 1A

L. 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. Choose and narrow topics for expository writing projects.
  - B. Compose complex sentences of varying length employing appropriate college-level vocabulary.
  - C. Develop and provide evidence to support written ideas through use of examples, facts, data, personal experience, explanation.
  - D. Organize an essay using deductive and inductive reasoning.

- E. Choose appropriate rhetorical mode to satisfy the audience and the purpose of an essay: definition/classification, process analysis, explanatory, compare/contrast, evaluative, persuasive, research, literary analysis.
- F. Conduct research, including evaluating and gathering information from print and electronic sources.
- G. Synthesize, paraphrase, summarize and quote research material, accurately documenting sources according to current accepted style in a 6 to 8 page essay.
- H. Demonstrate ability to write 1,600-word essays structured around a thesis, maintaining unity and coherence through use of transitions and repetition of key words or their synonyms and free of serious grammatical or mechanical errors that distract from meaning.

### III. Course Content

#### A. Writing Process

##### 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 & 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
  - i. Details, facts, examples, data, personal experiences

##### 4. Logic/Critical thinking

- a. Fallacies
- b. Fact vs. Opinion
- c. Deductive and Inductive Reasoning
- d. Analyzing, synthesizing, and evaluating ideas in resources and in compositions
- e. Recognizing and analyzing assumptions/premises/warrants in writing and in reading
- f. Drawing inferences from and extrapolating from written text

##### 5. Revising

- a. Clarifying Purpose & Audience
- b. Adding details, facts, examples, data, personal experience for development of ideas
- c. Deleting irrelevant material for clarity
- d. Reevaluating organization strategy

##### 6. 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

Student Activities:	Write composition(s) and/or report(s) and/or essay(s)	Write research paper(s) and/or term paper(s)	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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		and/or 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	✓	✓			✓			✓	
Solving problems	✓	✓			✓			✓	
Applying principles	✓	✓			✓			✓	
Comprehending concepts	✓	✓			✓			✓	
Identifying knowledge	✓	✓			✓			✓	
<p>Other (describe): Other in-class activities include: journal writing, small group discussions of essays and other written materials, peer revising and editing workshops, computer interactive activities</p> <p>Comments: "Writing" typically refers to the entire learning and developmental process that begins with reading, moves to understanding and responding to the reading, and ends with the formal paper. The dominant writing mode for English 1A is the substantive, thesis-driven essay, an appropriate mode for developing analytical and critical thinking skills, and the mode most commonly required in other courses; other, supplemental, modes may be used to develop specific skills and understanding (e.g., logs, journals, interviews, site observations). The personal narrative essay is, in general, an inadequate form for development of the independent, evidence-based thinking required in academic writing.</p> <p>While some assignments may be formally evaluated and graded, all assignments included in the semester word count (8,000 to 10,000 words) will be reviewed-selectively and/or globally-by the instructor.</p>									

## B. Representative Out-of-class Assignments

Reading: 15 pages per week including text, source materials, professional and peer essays

Writing: 8,000-10,000 words per semester with the bulk coming from essays of at least 1,000 words each

Research: At least one essay requiring print and electronic source materials (required for successful course completion)

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

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

Field trips: Students may visit museums and/or attend lectures

Total Outside Assignments Hours:

## VI. Representative Instructional Modes -

Lecture

Audio Visual Presentations

Class Discussions

Collaborative Group Work

Computer-aided Presentation/Assignments

Demonstrations

Distance Education

Group activities

Guest Speakers

Internet Research

Lecture/Discussion  
One-on-one conference  
Reading Assignments  
Small group activities

**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) : Reading responses, journals

**B. Skills demonstrations.** Including:

active and informed participation  
other (specify) : Reading text and other materials; writing essays, journals

**C. Objective examinations.** Including:

completion

**VIII. Textbooks**

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

<b>Author(s)</b>	<b>Title(s)</b>	<b>Publisher(s)</b>	<b>Date(s)</b>
Jacobus, L.A.	A World of Ideas	Bedford/St. Martins	2009
Reid, Stephen	The Prentice Hall Guide for College Writers	Prentice Hall	2008
Shrodes	The Conscious Reader	Pearson Education	2008
Kennedy	The Bedford Guide for College Writers	Bedford/St. Martins	2007
Hacker, Diana	Rules for Writers with 2009 MLA update	Bedford/St. Martins	2009
Hult, Christine	The Brief New Century Handbook, The MLA Update Edition	Pearson/Longman	2009

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. Daedalus Interactive Software

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.