

Lecture Contact Hours: 48-54; Homework Hours: 96-108;

Laboratory Contact Hours: 16-18; Homework Hours: 0;

Total Student Learning Hours: 160-180

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ENGLISH 120 – COLLEGE COMPOSITION AND READING

3 hours lecture, 1 hour laboratory, 3 units

Catalog Description

Freshman composition course. Students study the elements and principles of composition through the practice of writing expository essays and a research paper. Analysis of assigned readings stimulate critical thinking and serve as models of effective writing. Emphasis is on integrating outside sources as evidence in students' argumentative essays, documenting source material in MLA format, and using the reading, writing, and revision processes to build effective skills. The course allows students to develop metacognitive awareness of the roles that writing can play in their lives.

Prerequisite

"C" grade or higher or "Pass" in ESL 2 or 2B or equivalent or assessment

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Knowledge of basic essay structure.
- 2) Ability to find main ideas and supporting details in written texts.
- 3) Incorporate a variety of sentence patterns in writing.
- 4) Recognize and correct basic problems in spelling and grammar.
- 5) Basic computer skills and ability to format documents.

Course Content

- 1) Critical Thinking:
 - a. Students critically reflect on their beliefs or perspectives on course topics and scrutinize how they developed their points of view.
 - b. Students analyze course topics from multiple points of view and evaluate the soundness of each perspective.
 - c. Student apply a critical lens to wider society and deconstruct social expectations and conditions, in relation to course themes/topics.
- 2) Reading:
 - a. Students read approximately 300-500 pages of nonfiction, including one book-length work, various articles, and/or websites.
 - b. The content of the reading varies between sections, but is meant to be relevant to students' lives and reflect diverse perspectives on each topic.
- 3) Writing:
 - a. Emphasis is placed on argumentative writing, which includes claims and reasons, citation of evidence, counter-argument, and addressing counterargument through concession and refutation.
 - b. Students write at least five essays, all of which cite sources assigned in class or identified through research. At least three essays are out-of-class assignments, and one or two essays are written in class as a final exam and/or midterm exam.
 - c. Grammar is addressed at the individual student level, and students learn strategies to correct their mistakes in grammar, spelling and punctuation.
- 4) Process:
 - a. Students engage in all stages of the reading and writing processes—including pre-reading, reading, post-reading, pre-writing, writing, and editing—in order to critically analyze readings

and produce clear, well-organized essays predominantly free of grammatical and proofreading errors.

- b. Students use meta-language of effective writing to comment on the ways in which their own work and the work of other students meets or fails to meet the standards and structures presented in class.
- 5) Research:
 - a. Students learn to use basic research methods and apply current technologies to retrieve, evaluate and use information, with a focus on developing information literacy.
 - b. Emphasis is placed on writing a thoroughly documented research paper using the following skills taught in class: narrowing a topic, researching the topic, evaluating a variety of source materials, and correctly documenting sources in MLA format.
 - 6) Career Connections:
 - a. Students identify their major/field of study and consider the ways in which the course contributes to their academic development.
 - b. Students identify their career and professional goals and consider the ways in which the course contributes to their professional development with an emphasis placed on effective communication (both oral and written), critical thinking and the ability to develop creative solutions to real-world problems, and effective analysis of information.
 - 7) Students write at least 10,000 words of prose.

Course Objectives

Students will be able to:

- 1) Critical Thinking:
 - a. Analyze issues from multiple perspectives and apply ideas in texts to real-world contexts and their lives.
 - b. Identify and discuss the context, assumptions, values and implications in author's ideas.
- 2) Reading:
 - a. Read a variety of texts analytically. Analysis of written texts will be introduced, and students will gain experience identifying audience and purpose, evaluating arguments, assessing the credibility of evidence, and identifying rhetorical appeals in multiple texts.
 - b. Use written texts as models for their own writing.
- 3) Writing:
 - a. Write effective essays that engage readers and present original ideas or points of view.
 - b. Create thesis-driven essays, which will demonstrate the principles of argumentation, including claims, evidence, and analysis, as well as addressing counterarguments through refutation and concession.
 - c. Edit their own writing for errors in grammar, spelling, and punctuation.
- 4) Process:
 - a. Employ all stages of the reading and writing processes—including pre-reading, reading, post-reading, pre-writing, writing, and editing—in order to critically analyze readings and produce clear, well-organized essays predominantly free of grammatical and proofreading errors.
- 5) Research:
 - a. Engage in the research process—including narrowing a topic, researching the topic, evaluating a variety of source material, and correctly documenting sources in MLA format—in order to produce a researched argument.
- 6) Career Connections:
 - a. Communicate the relationship between course concepts and career goals, with an emphasis placed on effective communication (both oral and written), critical thinking and the ability to develop creative solutions to real-world problems, and effective analysis of information.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation.

Instructor will continually evaluate students' writing and provide regular and timely feedback so that students can improve their writing skills. Instructors may use students' awareness of their own difficulties, methods of overcoming difficulties and improvement as part of the criteria for evaluation.

Instructor may also use written exercises, class discussion, participation, quizzes, oral examinations, objective exams, and essays to assess knowledge and skill. The final exam is in-class essay. Instructors will engage in regular performance monitoring, proactively addressing concerns with attendance and assignment outcomes before they become larger issues.

Methods of evaluation may include:

- 1) Exams/quizzes which address assigned reading material or course content.
- 2) Essays that require students to respond to ideas presented in assigned reading materials and class discussions.
- 3) One of the above essays will be a researched argument including counter-argument and refutation. For it, students will select and narrow a topic, conduct research, learn how to integrate evidence into their own essay without losing their own voice and intentions. This project will include MLA citation of at least five sources.
- 4) Small group and/or whole class peer review in which students compare their own writing and the writing of other students to the standards presented in class. Students will utilize the metalanguage of effective composition to articulate observations about how the writing is effective and how it may be improved.
- 5) Written assignments that require students to produce prewriting and preliminary drafts before completing a final draft.
- 6) Revision of at least one essay which demonstrates students' ability to utilize peer and instructor feedback, as well as individual reflection to improve draft(s).
- 7) In-class final exam that requires student to read one or more short articles on a topic and produce their own argument about the topic. Essays should be thesis-driven and supported with evidence from and analysis of the texts, and also address a counterargument through refutation and/or concession.
- 8) Journals and/or homework assignments addressing course content and the connections between the course material and students' career and professional goals.
- 9) Reflection activities which encourage students to examine their own learning and thinking, as well as the connections between the course material and students' career and professional goals.
- 10) Error logs in which students respond to instructor and peer feedback by tracking their own errors in grammar, punctuation, spelling, and vocabulary; articulate the grammar rules; and conduct revision exercises to imprint new grammar and punctuation learning.
- 11) In-class presentations.

Special Materials Required of Student

- 1) Electronic storage media
- 2) Access to word processor

Minimum Instructional Facilities

- 1) Smart classroom with overhead projector/screen
- 2) Computer lab

Method of Instruction

Students are given a broad range of reading and writing assignments to be done in and outside of class. On writing assignments, the instructor will include comments and indicate errors, enabling students to revise their work. Class time also devoted to explaining and discussing various writing techniques, analysis and discussion of published and student writing, and peer commentary of selected assignments. A variety of teaching methods may be used:

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Structured, in-class activities
- 4) Multimedia presentations
- 5) Guest speakers
- 6) Individual and/or group projects
- 7) Oral presentations
- 8) Self-assessment
- 9) Auxiliary use of study groups and peer tutoring

Out-of-Class Assignments

- 1) Regular reading and writing assignments
- 2) Research for assigned essays

Texts and References

- 1) Required (representative examples):
 - a. Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. 5th ed. W.W. Norton and Company, 2021.
 - b. Axelrod, Rise, and Charles Cooper. *The St. Martin's Guide to Writing*. 13th ed. Bedford St. Martin's, 2022.
 - c. Bean, John, Virginia Chappell, and Alice Gillam. *Reading Rhetorically*. 4th ed. Pearson, 2014.
 - d. Nadell, Judith et al. *The Longman Reader*. 11th ed. Pearson, 2016.
- 2) Supplemental (representative examples):
 - a. Baca, Jimmy Santiago. *A Place to Stand*. Grove Press, 2001.
 - b. Coates, Ta-Nehisi. *Between the World and Me*. Spiegel & Grau, 2015.
 - c. Shetterly, Margot Lee. *Hidden Figures*. William Morrow Paperbacks, 2016.
 - d. Urrea, Luis Alberto. *The Devil's Highway*. Little Brown, 2004.
 - e. Fadiman, Anne. *The Spirit Catches You and You Fall Down*. Farrar, Straus and Giroux, 2012.

Exit Skills

Students, having successfully completed this course, exit with the following skills, competencies and/or knowledge:

- 1) Critical Thinking:
 - a. Critically reflect on their own beliefs and perspectives and scrutinize how they developed their points of view.
 - b. Analyze topics from multiple points of view and apply a critical lens to wider society.
- 2) Reading:
 - a. Read college-level texts analytically, and identify the audience and purpose of a text, evaluate arguments, assess the credibility of evidence, and identify rhetorical appeals.
 - b. The ability to synthesize ideas from multiple texts and use them as the basis of and evidence for their own arguments.
- 3) Writing:
 - a. Write clear, college-level prose substantially free of errors.
 - b. Write effective, thesis-driven essays which demonstrate the principles of argumentation, including, claims, evidence and analysis, as well as addressing counterarguments through refutation and concession.
- 4) Process:
 - a. Engage in all stages of the reading and writing processes in order to critically analyze readings and produce clear, well-organized essays predominantly free of grammatical and proofreading errors.
 - b. Effectively integrate instructor and peer feedback into revision to improve writing.
- 5) Research:
 - a. Use basic research methods and apply current technologies to retrieve, evaluate, and use information.
 - b. Engage in the research process in order to create a correctly documented argument essay in MLA format.
- 6) Career Connections:
 - a. Articulate a major or field of study and the ways in which the course content contributes to their academic development.
 - b. Understand and articulate the relationship between course concepts and career goals, in the areas of effective communication (oral and written), the ability to create solutions to real-world problems, and effective analysis of information.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Use reflective writing to explore aspects of their identities, career goals, interests, learning experiences, and/or values.

- 2) Develop and support their own position in relation to academic, social, and/or cultural genealogies of thought.
- 3) Analyze academic texts to support claims, identify how authors create meaning, and critically engage with the larger significance of key concepts.
- 4) Construct clear, well-organized, writing which demonstrates an awareness of audience and purpose.