



EFFECTIVE TERM: Summer 2019

Course Identification

COURSE ID: ENGL 1A
[Student Learning Outcomes](#)

COURSE TITLE (FULL): Freshman Composition

COURSE TITLE (SHORT): Freshman Composition

COURSE DIVISION: Humanities and Social Sciences Division

COURSE DEPARTMENT: English, Literature, and Creative Writing Department

COURSE SUBJECT: English: Composition

DISCIPLINE: English

TAXONOMY OF PROGRAMS (TOP) CODE: 150100 English

CROSS LISTED COURSE:

Course Attributes

CREDIT STATUS: D Credit – Degree Applicable

TRANSFER STATUS: A Transferable to both UC and CSU

COURSE BASIC SKILLS STATUS: Not a Basic Skills Course

STUDENT ACCOUNTABILITY MODEL (SAM) CODE: E - Non-Occupational

COURSE CLASSIFICATION STATUS: A Liberal Arts and Sciences

FUNDING AGENCY CATEGORY: Not Applicable

COURSE PROGRAM STATUS: 1 - Program Applicable

REPEATABILITY: Non-repeatable Credit (equates to 0 repeats)

GRADING METHOD: Letter Grade Only

CREDIT BY EXAM: Not Allowed

WORK EXPERIENCE: Not part of co-op work experience education program



Course Workload Values

Faculty Contact Hours	Lecture	Laboratory	Activity	Total
Minimum Contact Hours	72			72
Maximum Contact Hours				
Minimum Out of Class Hours	144			144
Maximum Out of Class Hours				
Total Minimum Student Learning Hours	216			216
Total Maximum Student Learning Hours				

Unit Value	Lecture	Laboratory	Activity	Total
Minimum Units	4			4
Maximum Units				

To Be Arranged (TBA) Hours	Lecture	Laboratory	Activity	Total
Minimum To Be Arranged (TBA) Hours				
Maximum To Be Arranged (TBA) Hours				
Scheduled Hours				

METHODS OF INSTRUCTION

- ☒ Lecture
☐ Laboratory
☐ Lecture and Laboratory
☐ Open Entry/Exit
☐ Independent Studies
☐ Work Experience
☐ Other To Be Arranged (TBA)

Class Size: 30

Requisites

Prerequisite ENGL 68 Preparation for College Writing	or
Prerequisite AMLA 90 Accelerated Developmental Writing for AMLA	

Preconditions of Enrollment:

Or appropriate placement



Course Outline with Information

CATALOG DESCRIPTION

Develops effective expository writing skills and investigates the principles and methods of composition as applied to the research process and the writing of essays. Emphasizes critical reading of academic material.

SCHEDULE DESCRIPTION

Develops expository and argumentative essay and research paper skills. Emphasizes critical reading of academic material.

MEASURABLE OBJECTIVES

1. Demonstrate critical thinking skills in the interpretation of texts in both discussion and writing.
2. Draw inferred arguments from primarily written texts with the option of some non-written texts.
3. Formulate effective thesis statements that focus the essay's argument and advance a clear assertion about the subject.
4. Develop arguments in response to prompts, using close reading and critical analyses of texts as well as relevant factual support.
5. Organize essays in an effective, systematic manner appropriate to the material.
6. Employ direct quotation, paraphrase, and summary for textual support.
7. Combine strategies of development as a means for constructing and supporting arguments.
8. Research topics as a means of writing arguments that engage in a dialogue with the alternative and complementary points of view.
9. Gather and evaluate the reliability of information from a variety of print and electronic sources.
10. Apply current MLA format for citing and documenting sources.
11. Produce expository and argumentative essays based on analysis of assigned texts and responses to ideas in texts.
12. Employ a variety of sentence types in composition.

LECTURE TOPICAL OUTLINE

- Drawing inferences from close reading and critical analysis of texts to facilitate text-based writing
- Thesis development
- Strategies for paragraph development, including the use of integrating evidence into body paragraphs, the strategies of development, and the use of sentence structures to develop the relationship among ideas
- Organization
- Research process including source evaluation
- Current Modern Language Association (MLA) format
- Strategies for revision
- Final exam



LABORATORY TOPICAL OUTLINE

METHODS OF EVALUATION

Category 1. Substantial written assignments for this course include:

- In a series of 4-6 essays using textual evidence, write a minimum of 6,000 words, excluding revisions
- Library research paper of 7-10 pages documented according to MLA style or two library research papers of 5 pages documented according to MLA style

Category 2. Computational or non-computational problems solving demonstrations

Category 3. Skills Demonstrations

Category 4. Objective Examinations

- Essay examinations based on analysis of assigned texts and response to ideas in the texts

SAMPLE ASSIGNMENTS

1. Write a 3 to 5-page essay that explains a controversial issue. Do not try to persuade your readers to agree with your point of view about the issue. Instead, explicate the components of the controversy, using textual evidence to support your explanation.
2. After reading Joseph Conrad's Heart of Darkness and Chinua Achebe's "An Image of Africa: Racism in Conrad's Heart of Darkness," research the question of racism in Conrad's novel and take a stand on the question of whether or not the novel is racist. Defend your argument based on your evaluation of your sources and a close analysis of relevant passages from the novel.
3. Argue against the position you will defend in your research paper in a separate essay. Write at least four pages and cite at least three sources. This work should include an MLA works cited page.
4. In a 10 to 12-page paper, you will do two things: (1) choose a specific crime to research in order to understand the effects and implication of the crime in the "real world," and (2) then research and analyze a work of art (visual, textual, audio) that incorporates your chosen crime in order to explain how the artist is using it thematically, symbolically, metaphorically to shape the argument of the text.

TEXTBOOK 1	
Title:	Writing Analytically with Readings
Author(s):	Rosenwasser/Stephen
Date:	2011
Online Education Resource:	



TEXTBOOK 2	
Title:	The Bedford Guide for College Writers
Author(s):	Kennedy/Muth
Date:	2013
Online Education Resource:	