

SAN JOAQUIN DELTA COLLEGE DISTRICT

CREDIT COURSE OUTLINE for English 1A

CATALOG INFORMATION

ENG/001A Written Communications 3.00 Units

This course is a transfer-level, college freshman English composition course comparable to those courses offered by the state college and university systems. (UC, CSU, CAN ENGL 2, CAN ENGL SEQ A with both ENG 1A and ENG 1B)

ENTRY SKILLS:

Composition Level III or ENG 079 with grade "C" or better.

Advisory: Reading Level III, or Reading Level II and concurrent enrollment in Reading 094A: Critical Reading for College English.

CATALOG PREREQUISITES:

ENG - 079 Preparatory English, with a minimum grade of C or Composition Level III.

COREQUISITES:

NONE

LIMITATIONS ON ENROLLMENT:

NONE

LECTURE HOURS PER WEEK:

Min Units: 3.00 Max Units: 3.00

LAB HOURS PER WEEK:

Min Units: 0 Max Units: 0

COURSE REPEATABILITY: NO

GOALS:

General Goals: Upon successful completion of this course, the student will be able to:

1. Read college-level material critically for purpose and main idea.
2. Write clear, logical, and varied sentences as required by writing task.
3. Demonstrate competence with clear and analytical paragraph and essay forms.

4. Proofread, edit, and revise written work.
5. Demonstrate knowledge of library research and documentation conventions.
6. Critically examine sources as appropriate for different writing tasks.
7. Apply critical thinking and communication skills to reading and at least 8000 words of expository writing tasks.

COURSE OBJECTIVES:

Specific Objectives: Upon successful completion of this course, the student will be able to:

1. Narrow a topic to an appropriate focus, research the topic using both electronic and printed indexes, and evaluate the findings for use in a research paper.
2. Paraphrase, summarize, and quote source material for a research paper.
3. Evaluate sources for bias, currency, and applicability.
4. Compose a research paper following assigned documentation guidelines.
5. Compose an expository essay, employing appropriate patterns of development, with a structure containing introduction, body, and conclusion, and a clear, limited thesis.
6. Compose a timed, on-demand essay in response to a prompt, similar to university-level competency examinations.
7. Revise essays for grammar, usage, structure, and content through self-evaluation, peer editing, and instructor comments.
8. Read, understand, and summarize essays and book-length works.

OUTLINE OF TOPICS:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with instructors.

1. Pre-reading
 - a. Questioning
 - b. Connecting to prior knowledge
 - c. Previewing
 - d. Credibility of author
2. Critical Reading and Analysis
 - a. Identifying main idea (thesis)
 - i. Argument v. counter-argument
 - b. Distinguishing major details from minor details
 - c. Understanding intention of author
 - i. Audience
 - ii. Purpose

- d. Structure
 - i. Introduction
 - 1. Attention-getters
 - 2. Preview of subtopics
 - ii. Body
 - 1. Order of ascending importance
 - 2. Order of descending importance
 - iii. Conclusion
 - 1. Summary
 - 2. Restatement
 - 3. Synthesis
 - e. Style
 - i. Formal v. informal
 - ii. Straightforward
 - iii. Bombastic
 - iv. Humorous
 - f. Tone
 - i. Neutral
 - ii. Slanted
 - iii. Ironic
 - iv. Sarcastic
3. Prewriting
- a. Outlining
 - b. Mapping
 - c. Clustering
 - d. Discussion/collaboration
4. Sentences
- a. Variety
 - b. Completeness
 - c. Clarity
 - d. Diction
 - e. Avoiding triteness, sexism, jargon
 - f. deadwood
5. Paragraphs
- a. Topic sentence
 - b. Development
 - c. Patterns
 - d. Examples

- e. Explanations
 - f. Analogies
6. Order
- a. Inductive
 - b. Deductive
 - c. Emphasis
7. Essays
- a. Thesis sentence
 - b. Introduction, body, conclusion
 - c. Modes
 - i. Narration
 - ii. Description
 - iii. Exposition
 - iv. Argumentation/Persuasion
 - d. Patterns of development
 - i. Example
 - ii. Cause/Effect
 - iii. Classification/division
 - iv. Comparison/contrast
 - v. Definition
 - vi. Mixed patterns
8. On-demand Writing
- a. Understanding the topic
 - b. Planning a response
 - i. Narrowing thesis
 - ii. Eliminating superfluous ideas
 - c. Time-management
9. Research (Locating Information)
- a. Types of sources
 - i. Books
 - 1. Using table of contents and index
 - ii. Magazines
 - iii. Journals
 - iv. Newspapers
 - v. Electronic sources

1. Library online databases
2. Websites
3. Home pages
4. Email
5. Chatroom discussion
- vi. Other sources
 1. Interviews
 2. Tapes recordings
 3. Film and television
- b. Evaluation of sources
 - i. Currency
 - ii. Bias of author or source
 - iii. Applicability to writing task
- c. Summary and Paraphrase of sources
- d. Documentation of sources
 - i. MLA, APA and other guidelines
 - ii. In-text citation
 - iii. Works cited or reference page
 - iv. Avoiding plagiarism
 - v. Special problems of documenting online sources
 1. Format variations
 2. Ethical implications
 3. Legal implications (copyright)

10. Proofreading and Editing

- a. Use of dictionary and thesaurus
- b. Strategies for tracking errors
 - i. Avoiding run-ons
 - ii. Avoiding fragments
 - iii. Avoiding shifts in tense
 - iv. Avoiding shifts in number
 - v. Avoiding subject-verb agreement errors
- c. Strategies for reading paper out of order
- d. Active Revision
 - i. Add
 - ii. Delete
 - iii. Rephrase
 - iv. Re-organize
 - v. Re-think

SAMPLE ASSIGNMENTS

Reading:

At least five different works, two of book length, from texts such as these:

1. Achebe, Chinua, *Things Fall Apart*.
2. Anderson, Sherwood, *Winesburg, Ohio*.
3. Boyle, T.C. *Tortilla Curtain*.
4. Kingston, Maxine Hong, *China Men*.
5. Plath, Sylvia. *The Bell Jar*.
6. Salinger, J.D. *Catcher in the Rye*.
7. Shakespeare, William, *Hamlet, King Lear*.
8. Twain, Mark, *Adventures of Huckleberry Finn*.

Writing

Student write a minimum of 8000 expository words.

1. Write a formal summary of an essay.
2. Write an expository essay explaining characteristics of a successful or unsuccessful teacher.
3. After doing research in at least five reputable sources, in an essay of 1500 to 2000 words critically evaluate arguments on two sides of a controversial issue (for example, reproductive rights or U.S. immigration policy), and conclude by taking and defending a position on this issue. Use MLA or APA documentation guidelines for in-text citations and bibliography.
4. Read at least five interpretative essays about a work of literature (non-fiction book, essay, novel, play, poem, or short story) studied in your class, and then write an essay of 1500 to 2000 words reflecting awareness of critical interpretations while presenting an original thesis analyzing significant aspects of this literary work. Use MLA documentation guidelines for in-text citations and bibliography.
5. Write a narrative/descriptive essay describing an event that had a profound effect on formative years.

METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

1. Lecture
2. Small group discussions.
3. Oral presentations by students.
4. Guest speakers.
5. Distance Ed telecourses.
6. Internet-based

- a. online lectures
- b. online forums
- c. chatrooms

METHODS OF EVALUATION:

A student's grade will be based on a required final examination and multiple measures of performance including critical thinking. These methods may include, but are not limited to the following:

The final grade will be based on essays prepared outside of class, including at least one research paper with appropriate documentation, in-class essays, quizzes, oral reports, class participation, midterm examinations, and the required final examination, all of which include demonstration of critical thinking skills.

TEXT BOOKS:

Axelrod and Cooper. *The St. Martin's Guide to Writing*. 8th edition. Bedford/St. Martin's. 2008.

Behrens. *Writing & Reading Across the Curriculum*. 8th or current edition. Longman. 2003.

Cohen. *50 Essays: Portable Anthology*. 1st or Current edition. St. Martin's. 2004.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th or Current edition. MLA. 2009.

Kennedy. *The Bedford Guide to College Writing, with Reader, Research Manual, and Handbook*. 7th or Current edition. Bedford Books. 2005.

Muller. *McGraw-Hill Reader*. 9th or Current edition. McGraw. 2006.

Muscatine. *Borsoi College Reader*. 7th or Current edition. McGraw. 1992.

COMPARABLE COURSES

Community College Course

Santa Rosa

Reading & Comp ENGL 1A

CSU

Cal Poly San Luis Obispo

Written Exposition ENGL 134

UC

UC Davis

Expository Writing ENL 1

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