

I. CATALOG DESCRIPTION:

- A. Department Information
Division: Humanities and Social Science
Department: English
Course ID: ENGL 101
Course Title: Freshman Composition
Units: 4
Lecture: 4
Prerequisite: ENGL 015 or eligibility for ENGL 101 as determined through the SBVC assessment process.
- B. Catalog and Schedule Description:
A writing course which emphasizes expository and argumentative essays. Includes reading and analysis of various forms of writing, instruction in library research and preparation of documented research papers.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of this course, students should be able to:

- A. Compose effective college-level essays which illustrate that the students can do the following:
1. Identify the purpose of their writing and make writing decisions based on that purpose
 2. Identify an audience for their writing and make writing decisions based on that audience
 3. Select a subject appropriate for a writing assignment and narrow its focus
 4. Construct an effective thesis statement
 5. Support a thesis with sufficient and appropriate evidence
 6. Use a variety of rhetorical modes
 7. Use a variety of methods of development
 8. Organize ideas logically
 9. Revise essays for unity, coherence, clarity, concision, and tone
 10. Edit for errors in grammar, usage, punctuation and spelling.
- B. Compose effective college-level research papers which illustrate that the students can, in addition, do the following:
1. Use standard library sources to gather information
 2. Use Internet sources to gather information
 3. Evaluate the validity of sources
 4. Demonstrate the ability to take notes that summarize, paraphrase and quote from sources
 5. Organize information into an outline for the paper
 6. Integrate paraphrased and quoted material into the text
 7. Use proper citing techniques following MLA format
 8. Construct a works cited page following MLA format.
- C. Demonstrate the ability to read college-level prose for main ideas, support, style and tone.

IV. COURSE CONTENT:

- A. The essay
1. Initial considerations
 - a) Purpose
 - b) Audience
 - c) Tone
 2. Rhetorical modes

- a) Narration
 - b) Description
 - c) Exposition/persuasion
 - d) Argumentation
 3. Methods of development
 - a) Summary
 - b) Example/illustration
 - c) Definition
 - d) Comparison/contrast
 - e) Cause and effect
 - f) Classification
 - g) Analysis
 4. Organization
 - a) Introduction
 - b) Thesis statement
 - i) Explicit
 - ii) Implied
 - c) Body
 - i) Topic sentences
 - ii) Support
 - (1) Fact vs. opinion
 - (2) Specific vs. general
 - (3) Concrete vs. abstract
 - (4) Logic vs. Emotion
 - d) Transitions: Conclusion
 5. Coherence
 - a) Logical development
 - b) Transitions
 6. Style
 - a) Finding one's voice
 - b) Diction
 - c) Sentence variety
 - d) Active vs. passive voice in verbs
 7. Revision
 - a) Writing as revision: the value of multiple drafts
 - i) Checking for unity
 - ii) Checking for clarity
 - iii) Checking for concision
 - iv) Checking for sufficient development
 - b) Proofreading strategies
- B. The Research Paper
1. Locating and using standard sources
 - a) Electronic catalog
 - b) Periodical indexes
 - c) Internet
 2. Evaluating sources
 3. Taking appropriate notes
 - a) Summarizing
 - b) Paraphrasing
 - c) Quoting
 - d) Avoiding plagiarism
 4. Organizing ideas into an outline
 5. Integrating quoted and paraphrased material into a text
 6. Documenting sources of information, using the MLA format
 7. Preparing a works cited page, using the MLA format

- C. Reading: Most writing assignments in this course are based on the close reading of a text.
 - 1. Reading for main ideas and supporting evidence
 - 2. Critical analysis of content
 - 3. Critical analysis of style and tone

IV. METHODS OF INSTRUCTION:

- A. Lecture on concepts, reading, assignments
- B. Discussion of readings, lectures, assignments
- C. Individual conferences
- D. Collaborative evaluation
- E. Small group workshops that provide structured practice in aspects of the composition process
- F. Tutorial comments/corrections on papers
- G. Instructor demonstrations of the writing process
- H. Reading of essays, research papers, books and magazines
- I. Textbook and handout exercises
- J. Audio-visual presentations

VI. TYPICAL ASSIGNMENTS:

- A. Reading Assignments:
 - 1. Reading assignments will reflect particular concepts being taught. For example, as part of the instruction on rhetorical modes, the following assignment might be given: Read "Writing Profiles" in The St. Martin's Guide to Writing. Be prepared to discuss the basic features of limited profile writing.
 - 2. Another example might focus on the concept of comparison/ contrast as a rhetorical mode and also provide for discussion of style, purpose, and audience:
 - 3. Read "Writing for an Audience" by Linda Flower and "A Case for Short Words" by Richard Lederer in Language Awareness. Write a short outline of their agreements/ disagreements regarding writing. Bring the outline to class for use in group discussion.
- B. Writing Assignments:
 - 1. Writing assignments will focus on reading assignments or discussion topics and will reflect specific concepts or skills being taught. For example, one essay assignment might stress argumentation:
 - 2. Robert MacNeil sees as a strength of English its successful resistance to arbitrary authority. He feels that "our language is not the special private property of the language police, or grammarians, or teachers or even great writers." Based on your reading and personal experience, write an essay in which you agree or disagree with MacNeil's position. With the final draft of your essay, submit any notes, outlines, and earlier drafts.

VII. EVALUATION(S):

- A. Methods of evaluation:
 - 1. Essays - Each student will be evaluated on essays written in and out of class. Grades will be based on how well essays employ the writing principles being taught, i.e. structure, thesis statement, coherence, clarity, development, etc.
 - 2. Quizzes are also part of the evaluation matrix and will test the student's knowledge of reading, lecture, and/or discussion material being used to teach the core concepts. Sample question: Who is the narrator in Faulkner's "A Rose for Emily"?
 - 3. The research paper - This is to be a fully documented paper involving a variety of sources. It should be argumentative or analytical. It will be evaluated on how well it utilizes the research and composition concepts, such as source evaluation and integration, plagiarism avoidance, documentation, citation format, etc.

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B. Frequency of evaluation:

1. Essays are assigned and graded at regular intervals throughout the semester.
 - a) At least 6 papers, including at least one research paper and one in-class paper.
 - b) Students are to write at least 6,000 words in the course
2. At least six quizzes based on reading assignments. Sample test question:
Describe the tone of the attached passage and explain what the author has done to achieve that tone.

VIII. TYPICAL TEXT(S):

Axelrod, Rise and Charles Cooper. The St. Martin's Guide To Writing. Fifth Edition. New York: St. Martin's, 1996.

Rosa, Alfred, and Paul Eschholz. Modes for Writers: Short Essays for Composition. Fifth Edition. New York: St. Martin's, 1995.

Dietsch, Betty. Reasoning and Writing Well: A Rhetorical, Reader and Handbook. Mountain View: Mayfield, 1998.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None