

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 061, Introduction to Composition

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Discipline	English
Course Number	061
Course Title	Introduction to Composition
Former Title	
Units	3
Lecture Hours	64
Laboratory Hours	16
Arranged Hours	None
Total Semester Contact Hours	80

COURSE IDENTIFICATION NUMBER(S) (C-ID)
PREREQUISITE(S)
Prerequisite

Grade of C or better in English N60 or qualifying profile from English placement process.

CATALOG DESCRIPTION

Expository paragraph writing emphasizing various methods including argumentation. Practice in refining sentence skills and grammar. 16 additional hours in Writing Center required.

Budget Unit	0410
Classification Code	Y
Transfer Code	C-Not transferable
Method of Instruction	30
SAM Priority Code	E - Non-Occupational
Repeatability	NR - Non-Repeatable: D, F, NC, W
TOPS Code	150100 - English (Writing)
Topics Course	No
Open Entry/Exit	No
Grading Options	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 05/10/11 by: Shelly Jaffray
 Divison Chair Approval Date: 05/19/11 by: Kathleen Patterson
 Curriculum and Instruction Council Chair Approval Date: 08/29/2011

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

All segments are recursive and ongoing.

I. Purpose, Audience, Strategies -- The student will use various rhetorical purposes, will recognize the needs of various audiences, and will accordingly, select from a variety of strategies to develop a text for a specific purpose and to appeal to a specific audience.

II. Critical Reading -- The student will understand texts at both the literal, interpretive and evaluative levels moving toward establishing the reader's own informed opinions.

III. The Writing Process -- In preparing a completed draft for evaluation, the student will generate ideas through prewriting techniques, plan and organize those ideas, write a rough draft, revise it for content, form, and appropriateness of expression, and edit it for technical correctness.

IV. Finding and Limiting Topics and Methods of Framing Topic Sentences and Thesis Statements -- The student will find and limit a topic and use certain sentence patterns to frame effective topic sentences and thesis statements for a variety of rhetorical purposes.

V. Basic Structures of the Paragraph and the Essay -- A. The student will produce effective paragraphs that include a clearly defined topic sentence, unified and coherent development, and, an effective sense of closure. B. The student will produce effective introductions that include significant, clearly defined thesis statements, unified and coherent developmental paragraphs, and conclusions that reframe the essential elements of the essay and provide the paper with an effective sense of closure.

VI. Sentence Structure, Diction, and Mechanics -- The student will develop sentence variety, style, and correctness by observing, analyzing, and imitating written models, through sentence combining and by applying customary rules of grammar mechanics and usage.

VII. Resources and the Documented Paper -- The student will use the library and other resources such as the Internet to gather evidence for the documented paper. In addition, the student will choose a topic, limit it appropriately, take notes, organize information, and write a paper, documenting and citing sources using the MLA format.

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Required:Aaron, J.. *The Little, Brown Handbook*, 2nd Custom/SAC ed. Prentice Hall, 2011, ISBN: 0558742505. 44.00

Recommended readings and/or materials:

None

Other:

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

5 - Essential-always try to achieve

1. Reading and Writing - **Reading and Writing** 1. Use the writing process with a focus on prewriting, planning, drafting, and revision strategies, which lead to a final product that is organized, formatted correctly, and substantive in content with correct grammar and mechanics. 2. Summarize and paraphrase effectively. 3. Demonstrate knowledge and competency of various rhetorical and logical principles related to development of significant expository content in intelligently organized essays, paragraphs, and sentences. 4. Read critically.

Listening and Speaking 1. Utilize interactive listening strategies for note-taking and appropriate questioning. 2. Determine purpose and goals for listening. 3. Use speaking as a tool for idea generation and utilize prior knowledge through small group and large group discussion. 4. Summarize and paraphrase effectively.

Thinking and Reasoning

5 - Essential-always try to achieve

1. -

Creative Thinking

1. Use narrative and descriptive skills in composing paragraphs and essays, including incorporating metaphors, similes, images, and other appropriate poetic devices.
2. Generate ideas using prewriting strategies.

Critical Thinking

1. Write expository/argumentative paragraphs and essays that are supported by evidence and logically organized using deductive and inductive reasoning.
2. Synthesize information to produce a paper incorporating research, using documentation and MLA format.

Information Management

3 - Important-sometimes try to achieve

1. -

- A) Introduce primary and secondary sources, including Internet sources.
- B) Use library's on-line catalog and resources.
- C) Demonstrate awareness of breadth of sources.
- D) Use sources ethically.

Diversity

4 - Very important-often try to achieve

1. -

- A) Cultural -- Read, understand and appreciate literary and expository works from diverse historical and cultural backgrounds.
- B) Social -- Read, understand, and appreciate literary and expository works from diverse socio-economic backgrounds.

Civic Responsibility

3 - Important-sometimes try to achieve

1. -

A) Ethical

- 1. Discuss moral dilemmas that are present in the readings.
- 2. Examine both historical and contemporary societal issues that are present in the readings.

Life Skills

1 - Not applicable-never try to achieve

1. -

- 1. Appreciate aesthetics of literary works.
- 2. Meet deadlines.
- 3. Develop tolerance for diverse opinions.
- 4. Develop confidence in writing and speaking.

Careers

1 - Not applicable-never try to achieve

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions
Electronic Delivery
Group Study & Exercises
Handouts
Lecture
Other
Reading Assignments
Writing Projects & Reports

Other (Specify):

The following methods may be used:

- A. Lectures
- B. Class discussions
- C. Conferences with instructors
- D. Exercises and handouts
- E. Homework practice on paragraphs, journals, and essays
- F. Quizzes
- G. Visits to library
- H. Group discussions, peer editing, collaborative writing
- I. Writing Center activities
- J. Assigned readings
- K. On line instruction through email and World Wide Web
- L. Overhead transparencies, slides, multimedia presentations, audio/video recordings
- M. Websites, email, electronic bulletin boards, virtual classrooms and chat rooms

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

- a. Writing paragraphs and journals - 20 hours
- b. Revising paragraphs - 10 hours
- c. Reading textbook assignments - 27 hours
- d. Writing essays - 8 hours
- e. Revising essays - 4 hours
- f. Research - 8 hours
- g. Exercises and handouts - 3 hours
- h. Assignments in the Writing Center - 16 hours
- Total Hours - 80 minimum

STANDARDS OF ACHIEVEMENT

List graded activities.

- 1. Journals
- 2. Multiple drafts of descriptive, narrative, and expository/argumentative paragraphs and essays completed outside of class (minimum four multiple-draft paragraphs and two multiple-draft essays)
- 3. Reading comprehension and grammar/mechanics and usage assessments
- 4. A documented paper, using current MLA parenthetical citation/work cited format
- 5. Descriptive, narrative, and expository/argumentative paragraphs and essays written in class (minimum one paragraph and one essay)
- 6. Written final essay examination
- 7. Group exercises/projects
- 8. Class participation
- 9. Writing Center Assignments

All papers written outside of class must be **typewritten**
(For a sample student format guide, refer to MLA handbook)

How will student learning be assessed? (Multiple measures must be used.)

1. Paragraphs and essays assessed by instructor
2. Reading comprehension assessments (objective or written responses)
3. Writing portfolio
4. E-portfolio
5. Peer evaluation through the writing process
6. Self-assessment through the writing process
7. Responses to reading through journals assessed by instructor for content
8. Documented paper evaluated by instructor through stages of development
9. Oral presentations
10. Bibliographic instruction activity
11. Writing Center Assignments (not to exceed 10%)

Supplemental Forms

Requisite Approval Form

Type of Requisite
Content Review

Technologically Mediated Instruction (TMI)

TMI Checklist

1. Could this course, or sections of this course, provide for the instructor and students to be separated by distance and interact through the assistance of communication technology as specified in Title 5 Section 55370?
2. Are the objectives and content of this course adequately covered as specified in Course Materials, Methods Employed to Help the Student Learn, Activities or Assignments, and Standards of Achievement, pursuant to Title 5 Section 55372 and 55002? (If any Activities or Assignments and/or Standards of Achievement are significantly different for TMI Course, are examples of these components included in the course outline?)
3. If this course is taught in both traditional and TMI modes, do both achieve the stated objectives and content?
4. Does the section "What Methods Will Be Employed to Help the Student Learn?" indicate the types of technologies used and are they appropriate to the course objectives?
5. Does the section "What Methods Will Be Employed to Help the Student Learn?" indicate the type and frequency of regular effective contact between the instructor and students? (Examples of types: Orientation Session, Group Meetings, Review Sessions, Individual Seminars, Supplemental Workshops, Field Trips, Teleconferencing, Telephone, Correspondence, E-Mail)
6. Are special texts, equipment or supplies needed for this course or sections of this course offered through TMI and are they listed under Course Materials?
7. Are campus and/or district instructional equipment, materials, and training currently available and sufficient to make the offering of the course/section feasible in accordance with Curriculum Standards Handbook Section 3.4?

Supplemental Comments:

Honors

Additional and advanced components that will be covered in this honors
Additional measurable instructional objectives that the honors student will be expected to accomplish.
Additional reading, writing, and special projects in this honors course will require students to:
Augmented critical thinking skills the honors student will develop.

Non-Credit Course Self-Assessment

Date Approved by System Office

Last Reviewed by C&IC

Instructor met min qualifications No

Instructor provided immediate supervision/control No

Students do not exceed allowable class hours No

Instructor monitors computer lab/library usage No

Student initiates course enrollment No

Students informed when enrolled No

All other noncredit requirements satisfied No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course listed above:

does not continue to meet eligibility requirements for noncredit apportionment

Supplemental Comments

New Course Proposal Form

Course Title ENGL 061 - Introduction to Composition

Course part of new major No

Intended for Transfer No

Part of Associate Degree No

Part of Certificate Program No

Vocational No

Advisory Committee Involved? No

Special Room/Space Requirements No

Additional/Specialized Staffing No

Special Equipment No

Library Consulted No

Additional library resources required No

Consumable supplies required No

Special Funding Available? No

Supplemental Comments