

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: English 101, Freshman 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**

<b>Discipline</b>	English
<b>Course Number</b>	101
<b>Course Title</b>	Freshman Composition
<b>Former Title</b>	
<b>Units</b>	4
<b>Lecture Hours</b>	64
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	None

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

Grade of C or better in English 061 or EMLS 112 or ACE 116 or qualifying profile from English placement process.

**CATALOG DESCRIPTION**

Expository and argumentative essays and the research paper. Special interest sections described in schedule of classes.

<b>Budget Unit</b>	
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	150100 - English (Writing)
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	

Curriculum Office Use Only.

Department Chair Approval Date: 02/22/11 by: Shelly Jaffray  
 Divison Chair Approval Date: 02/24/11 by: Kathleen Patterson  
 Curriculum and Instruction Council Chair Approval Date: 02/28/2011

**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 understand various rhetorical purposes, will recognize the needs of various audiences, and will use 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 and, when appropriate, beyond it, moving toward establishing the reader's own informed opinions.

III. The Writing Process—The student will generate ideas for a draft through prewriting techniques. 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 Thesis Statements—The student will find and limit a topic and use certain sentence patterns to frame an effective thesis statement for a variety of rhetorical purposes.

V. Basic Structure of the Essay—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 style and sentence variety and correctness by observing, analyzing, and imitating written models, through sentence combining and by applying customary rules of grammar, punctuation, and spelling.

VII. Resources and the Research Paper—The student will use the library and other resources such as the Internet to gather evidence for the research 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 MLA format.

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## **COURSE MATERIALS**

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

### **Recommended readings and/or materials:**

None

### **Other:**

None

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## **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**

1. -

#### **A. 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 for literal comprehension and interpretive and evaluative analyses. Students will learn to

recognize text structures.

**B. 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**

1. -

**A. 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.

**B. 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 research paper incorporating research, using documentation and MLA format.

**Information Management**

1. -

- A. Evaluate primary and secondary sources, including Internet sources.
- B. Use library's on-line catalogue and resources.
- C. Distinguish between professional journals and magazines and other periodicals
- D. Demonstrate awareness of breadth of sources.
- E. Use sources ethically.

**Diversity**

1. -

- A. Cultural—Read, understand, and demonstrate an appreciation of literary and expository works from diverse historical and cultural backgrounds.
- B. Social—Read, understand, and demonstrate an appreciation of literary and expository works from diverse socio-economic backgrounds.

**Civic Responsibility**

1. -

**A. Ethical**

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

**Life Skills**

**Careers**

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## **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

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

Other (Specify):

In order for the students to attain the specific learning outcomes, the students will be required to do the following:

### Communication Skills:

#### **A. Reading and Writing**

1. Read various works of non-fiction, short stories, novels, or any other appropriate literary work, learning to recognize their structural elements, central themes, and main ideas.
2. Read at least one book length work of fiction, engage in discussions related to it, and write assignments in response to it.
3. Write journals about or responses to the various assigned readings.
4. Develop and limit topics and write thesis statements.
5. A. Generate ideas for drafts through the use of prewriting strategies/techniques.  
B. Use these ideas to plan a draft.  
C. Write a rough, exploratory draft based on prewriting and planning.  
D. Participate in self and peer revision activities.  
E. Write a final draft after progressing through the four writing process stages.
6. Using the writing process, write several essays that display the various rhetorical modes or a combination of them: narrative, descriptive, illustration, definition, comparison/contrast, division/classification, causal analysis, argumentation.
7. Write a documented paper, following the format of the current MLA format.
8. Write in-class essays on instructor-chosen topics.

#### **B. Listening and Speaking**

1. Participate in large or small groups, discussing the readings.
2. Listen and take notes on instruction of elements of grammar, mechanics, and usage as related to the editing requirements of specific assignments.

### Thinking and Reasoning:

#### **A. Creative Thinking**

1. Generate pre-writing strategies, either individually or in small groups.
2. Write a narrative essay, observing the elements of narration such as pacing and climax.
3. Use connotative language and metaphor in specific written assignments.

#### **B. Critical Thinking**

1. Identify the thesis and the logic of the structure of the various reading selections.
2. Read at least one book-length work of fiction and identify its theme.
3. Write essays that display a clearly stated thesis, coherent paragraphs that are logically connected to the thesis and which contain relevant supporting details, and an introduction and conclusion that are tailored to the assignment.
4. Write a documented paper, applying outside sources to support their own ideas in their writing.

### Information Competency:

1. Evaluate primary and secondary sources including Internet sources using a checklist for evaluating sources.
2. Use library's on-line catalogue and resources.
3. Demonstrate on their research paper's Work Cited page an awareness of breadth of sources.
4. Use a checklist for avoiding plagiarism.

### Diversity:

A. Cultural

1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse historical and cultural backgrounds.
2. Demonstrate an appreciation of these works either through class discussion or in a written evaluation.

B. Social

1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse socio-economic backgrounds.
2. Demonstrate an appreciation of these works either through class discussions or in a written evaluation.

Civic Responsibility:

1. Discuss, either in small or large groups, the moral dilemmas and historical and contemporary social issues that are present in the readings.
2. Examine in written assignments the moral dilemmas and historical and contemporary social issues that are discussed in class.

TMI courses will employ an orientation session and occasional group meetings. Contact with students outside of class will occur via telephone and e-mail and in person at office hours.

Additional methods may include:

Software Tutorials

WWW research and web sites

PowerPoint Presentations

Tutoring available through the Tutoring Center

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**WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

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

1. Outside reading—40 hours
2. Journal writing—6 hours
3. Essay writing—40 hours
4. Essay revision and editing—22 hours
5. Reading library source material—10 hours
6. Research paper writing—10 hours

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**STANDARDS OF ACHIEVEMENT**

List graded activities.

1. Journals
2. Multiple drafts of expository and argumentative essays completed outside of class
3. Reading comprehension assessments
4. An expository or argumentative research paper, 7-10 pages, using current MLA parenthetical citation/work cited format
5. Expository and argumentative essays written in class
6. Written final essay examination
7. Group exercises
8. Class participation

Final drafts of essays and research paper will total at least 5000 words.

All papers written outside of class must be **typewritten**

(For a sample student format guide, refer to MLA handbook)

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

Assessment tools may include:

1. Essays assessed by instructor using a department rubric
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. Research paper evaluated by instructor through stages of development
9. Oral presentations evaluated by self, peers, and instructors
10. Bibliographic instruction activity
11. Writing assignments must be a minimum of 50% of course grade

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### Supplemental Forms

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#### Requisite Appraisal 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:

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#### 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.

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#### 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

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### New Course Proposal Form

Course Title	ENGL 101 - Freshman 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	