



ENGL 001: COLLEGE READING & COMPOSITION

Proposer:

Name:	Email:
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Effective Term:

Fall 2019

Credit Status:

Credit - Degree Applicable

Subject:

ENGL - English

Course Number:

001

Catalog Title

College Reading and Composition

Catalog Description

ENGL 001 is a college freshman composition course that emphasizes expository writing, close reading, cogent thinking, familiarity with information technology, and research strategies. This course requires a substantial research component and writing of a minimum of 6,000 words. Students enrolled in ENGL 001 may access supplemental learning assistance by enrolling in ENGL 400, an open entry/open exit non-credit course.

Prerequisites

ENGL 251 or ENGL 261 or ENGL 301 with a minimum grade of P or concurrent enrollment in ENGL 301 or eligibility as determined by COS Placement Procedures

Method of Instruction:

Distance Education
Lecture and/or Discussion

Course Units/Hours:**Course Units Minimum:**

4

Lecture Hours Minimum (week)

4

Lab Hours Minimum (week)

0

Activity Hours Minimum (week)

0

Total Contact Hours Minimum (semester)

70

Total Outside Hours Minimum (semester)

140

Total Student Learning Minimum Hours (semester)

210

**Repeatability:**

No

Open Entry/Exit:

No

Field Trips:

Not Required

Grade Mode:

Standard Letter

TOP Code:

150100 - English

SAM Code:

E - Non-Occupational

Course Content**Methods of Assessment:**

Essay quizzes or exams
 Oral presentations
 Portfolio Evaluation
 Project
 Written essays or extended papers

Course Topics:

Course Topics	
1	Reading critically (identifying bias, identifying how style underscores message, determining credibility, strategies for reading difficult material, vocabulary development)
2	Developing strategies for analytical and critical compositions (invention, organizational and rhetorical strategies, including developing counter arguments)
3	Using sufficient information and support to move beyond personal experience alone to inform, convince, and persuade
4	Using the Writing Process (prewriting, research, drafting, rewriting)
5	Anticipating readers' needs (audience awareness)
6	Employing substantive revision strategies aiming for critically sound prose
7	Using peer collaboration productively
8	Using accurate MLA formatting and documentation; avoiding plagiarism (intentional and unintentional)
9	Using conventions of grammar and style appropriate to academic writing; using standard English; editing effectively
10	Developing strategies for timed writings
11	Locating, evaluating, and incorporating resource materials (primary sources, electronic databases, print and non-print sources, and internet material)
12	Synthesizing reading and research information

Course Objectives:

Course Objectives	
1	Apply a wide variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support. Essays will be analytical and normally 1250 words (5 pages) or so in length, and will include at least one research-based, long essay with a minimum of 2,000 words (8 pages). (Note: the word count for the course is 6,000 words minimum in formal, long essays. As a guide, this would be four to five essays, not counting other presentations, projects, critiques, or responses.)
2	Develop varied and flexible strategies for generating, drafting, and revising essays, with substantial emphasis on process writing and peer collaboration.



3	Analyze stylistic choices in their own writing and the writing of others.
4	Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
5	Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6	Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose. Readings include one full book as one of two or three main works, in addition to other readings. (Although readings may include fiction, the course emphasizes analytical treatment of issues, not the study of literature per se.)
7	Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate MLA documentation.
8	Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

Course Outcomes:

Course Outcomes	
1	Students will locate, summarize, evaluate, and synthesize information from a variety of media sources and purposefully incorporate that information in their writing.
2	Students will write essays that develop logically and use cogent and sufficient evidence to support a complex argument.
3	Student writing will demonstrate grammar and usage appropriate for a college-level audience, and correct MLA format and documentation.

Assignments:

Assignment Type:	Details
Reading	Students will read extended non-fiction in books, news and magazine articles, and research/scholarly journals. For example, students may read Michelle Alexander's <i>The New Jim Crow</i> .
Writing	Students will write multiple persuasive essays using thoughtfully selected and suitable research. For example, students may write a five-page analysis that argues for or against the use of aromatherapy, using appropriate research as support.
Homework	Students will complete argumentative essays supported by appropriate research. For example, students may complete a two-page draft and submit that draft onto Canvas for review.

Textbooks or other support materials

Resource Type:	Details
Books	Kennedy, X.J., et al. <i>The Bedford Guide for College Writers with Reader, Research Manual, and Handbook</i> , 11th ed., Macmillan, 2017. ISBN: 978-1-319-03959-2.
Books	Axelrod, Rise B., and Charles R. Cooper. <i>St. Martin's Guide to Writing, with 2016 MLA Update</i> , 11th ed., Macmillan, 2017. ISBN: 978-1-319-08771-5.
Books	Reisner, Marc. <i>Cadillac Desert: The American West and Its Disappearing Water</i> , Revised and Updated, Postscript by Lawrie Mott, Penguin Books, 2017. ISBN: 978-0-140-17824-1.
Books	Carson, Rachel. <i>Silent Spring</i> , Anniversary Edition, Houghton Mifflin, 2002. ISBN: 978-0-618-24906-0.
Books	Alexander, Michelle. <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> , foreword by Cornel West, The New Press, 2012. ISBN: 978-1-59558-643-8.
Manuals	Hacker, Diana, and Nancy Sommers. <i>A Pocket Style Manual</i> , 8th ed., Macmillan, 2018. ISBN: 978-1-319-05740-4.
Web/Other	Short non-fiction essays and/or articles will be required. A full length non-fiction work by one author will be required. Writing handbooks or similar guides that include research strategies and MLA format are required.

Transferable to CSU

Yes - Approved

**CSU General Education**

CSU GE A2: Written Communication
Transferable to CSU

Transferable to UC

Yes - Approved

UC/IGETC General Education

Transferable to UC
IGETC 1A: English Composition

COS General Education

COS GE A1: Written Communication

Other Degree Attributes

Degree Applicable
Not a Basic Skills Course

Distance Learning Addendum

ENGL 001 DLA.doc

Banner Title:

College Reading & Composition

Curriculum Committee Approval Date:

10/31/2018

Academic Senate Approval Date:

11/14/2018

District Governing Board Approval Date:

12/10/2018

Course Control Number:

CCC000303295

C-ID:

ENGL100