I. GENERAL DESCRIPTION
A. Date: February 2015
B. Department: English
C. Course Number: ENGL 1A
D. Course Title: Univ-level Reading & Composition
E. Course Outline Preparer: English Department Curriculum Committee
F. Department Chairperson: [Signature]
G. Dean: [Signature]

II. COURSE SPECIFICS
A. Hours: 3 Lecture (52.5 total)
B. Units: 1 Laboratory (16 total)
C. Prerequisites: Placement in English 1A or completion of English 96.
D. Course Justification: This course is designed to meet the AA degree requirements and CSU-GE and IGETC requirements in written composition. This course also prepares students for English 1B and English 1C. Additionally, English 1A is a core class for the English Major.
E. Field Trip(s): No
F. Method of Grading: Letter
G. Repeatability: 0

III. CATALOG DESCRIPTION
University-parallel reading, writing, and critical thinking with a major research component. Reading, writing, and research assignments are based predominately on non-fiction texts.

IV. MAJOR LEARNING OUTCOMES
Upon completion of this course a student will be able to:
A. Analyze, synthesize, evaluate and critically read college-level texts.
B. Compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
C. Demonstrate control over all major conventions of Standard English grammar and punctuation.
D. Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.

V. CONTENT
A. Composition & Rhetoric
   1. Academic essay structure
      a. Thesis statements that drive the development of increasingly sophisticated essays
      b. Introduction and conclusion strategies to suit varied writing assignments
      c. Body paragraph development strategies
      d. Methods for logically and coherently developing ideas
   2. Argumentation
      a. Strategies to develop complexity in thesis statements
      b. Rhetorical strategies when considering audience, purpose, tone, and claim
      c. Rebuttal, counterargument, and concession strategies
      d. Recognition of common logical fallacies and errors in reasoning
      e. Discovery and analysis of premises and assumptions
   3. Writing in response to critical reading of abstract texts
      a. Techniques for summarizing, paraphrasing, and quoting abstract, complex texts for varied purposes
      b. Techniques for analyzing abstract, complex ideas
      c. Strategies for developing critical questions addressing multiple texts

B. Writing process
   1. Invention
      a. Assessment of the writing task, such as the scope of the topic and assignment constraints
      b. Prewriting techniques (such as clustering, freewriting) leading to the development of a working thesis and supporting ideas
      c. Writing plans that include appropriate time management and study strategies, such as working with an English Lab tutor and attending writing groups
      d. Outlining and organizational strategies, such as using Thesis Builder and Inspiration
      e. Strategies for starting a draft
   2. Revising
      a. Strategies for revising at the paragraph and essay level for focus, coherence, organization, development, and clarity
      b. Strategies for revising at the sentence level for sentence focus, syntax, diction, sentence variety, punctuation, and grammatical correctness
c. Strategies for independently seeking and incorporating feedback from multiple sources, such as instructor comments, peer review, and English lab tutoring

C. Reading Skills
   1. Annotation for critical reading, such as questioning, predicting, identifying main ideas, summarizing, and reflecting
   2. Analysis of key structural elements of a written piece, such as thesis, main ideas, supporting evidence, and coherence
   3. Analysis of key rhetorical elements of a written piece, such as audience, purpose, and intention
   4. Identification and analysis of reasoning errors and common logical fallacies
   5. Identification and analysis of author’s stance and/or bias
   6. Strategies for engaging with abstract and conceptual ideas, such as drawing inferences and synthesizing multiple perspectives

D. Research Process
   1. Process of inquiry, such as framing good questions, finding a topic of interest, and determining the scope of the project
   2. Techniques for finding appropriate sources, such as refining key word searches and meeting with a librarian
   3. Techniques for evaluating reliability of sources
   4. Techniques for evaluating and selecting the best primary and/or secondary sources for the project

E. Integration of Sources
   1. Appropriate use of evidence, such as facts, statistics, and data
   2. Strategies for choosing relevant and appropriate direct and indirect quotations
   3. Strategies for explaining the relevance of the evidence
   4. MLA documentation, including properly formatted in-text citations and Works Cited page

F. Sentence Skills & Grammar
   1. Conventions of standard English
   2. Strategies for making rhetorical choices when composing and revising sentences.
   3. Complex sentence patterns, such as multiple clauses, parallel construction, and interrupting modifiers
   4. Introductory and transitional phrases for coherence
   5. Strategies for identifying and correcting individual writing and editing problems, such as Error Logs, grammar tutoring, and writing groups

VI. INSTRUCTIONAL METHODOLOGY
A. Assignments
   1. In-class assignments
      a. Writing
i. Timed in-class essays (at least 2-3 essays, one of which may be the final exam)

ii. Revision exercises, such as reorganizing paragraphs, clarifying thesis statements, finding appropriate textual support

b. Reading (reading assignments will focus primarily on non-fiction university-level materials and will represent the work of authors who speak from diverse viewpoints).
   i. Generate critical questions about assigned readings
   ii. Discuss questions about assigned readings
   iii. Analyze arguments in rhetorical context: audience, purpose, tone, claim
   iv. Build academic vocabulary

c. Research and documentation
   i. MLA in-text citation exercises
   ii. MLA Works Cited exercises
   iii. Evaluating source credibility exercises

2. Out-of-class assignments
   a. Writing assignments:
      i. Out-of-class assignments:
      ii. MLA-formatted essays (at least 3-4 take-home essays, one of which must be 8-10 pages in length, with a semester total of 17-26 final draft pages)
      iii. Written and online exercises designed to improve revision and editing skills

   b. Reading
      i. Numerous non-fiction essays or articles of substantial length and/or density
      ii. At least one full-length work of non-fiction which will require a reader to engage with conceptual, intellectual, and abstract ideas
      iii. Works of fiction, poetry, or drama that thematically connect with the non-fiction texts
      iv. Written reading responses
         a) Annotation
         b) Summary
         c) Paraphrase
         d) Responses to critical questions, such as student-generated questions
         e) Synthesis

c. Research and documentation
   i. Required 5 hours of library research skills workshops B, W and D or P (online databases, evaluating information and citing/documenting sources) OR combination of two of the research
skills workshops plus a class workshop conducted by a librarian; and other assignments such as:
   a) Answer text-driven research questions
   b) Evaluate source reliability
   c) Create annotated bibliography

B. Evaluation
1. In-class essays, which include constructive comments and will be returned to students before the next essay is due
2. Out-of-class essays, which include constructive comments and will be returned to students before the next essay is due
3. Writing process assignments, such as peer review, error logs, and metacognitive reflections
4. Research assignments, such as the library workshops, annotated bibliography
5. Reading assessments, such as comprehension exams, vocabulary tests/quizzes, and summary writing
6. Final exam, such as an in-class essay, project presentation, and reading assessment

C. Textbooks and other instructional materials
1. English Lab and technology resources, such as writing tutoring, reading groups, Reading Plus, Exercise Central, and Learning Curve
2. A rhetoric and/or anthology with essays that emphasize conceptual and abstract ideas and from which text-based analysis and argumentative paper topics can be derived
   Examples:
   a. Bartholomae and Petrosky, Ways of Reading (Bedford/St. Martin's, 2010)
   b. Colombo, Cullen, and Lisle, Rereading America (Bedford/St. Martin's, 2013)
   d. Greene and Lidinsky, From Inquiry to Academic Writing (Bedford/St. Martin's, 2011)
   e. McQuade and Atwan, The Writer's Presence (Bedford/St.Martin's, 2011)
3. A book of non-fiction
   Examples:
   a. Fadiman, The Spirit Catches You and You Fall Down (Farrar, Straus, and Giroux, 1998)
   b. Halberstam, Gaga Feminism: Sex, Gender, and the End of Normal (Beacon Press, 2012)
   e. Schulz, Being Wrong (Ecco, 2010)

4. An optional work of literature (or several shorter literary selections), the ideas in which connect to the overarching concepts and objectives of the class

5. The departmentally approved handbook

6. An optional supplemental film
   Examples:
   b. Kenner, *Food Inc.* (Magnolia Pictures, 2008)

7. A college-level dictionary, such as *Webster’s New World College Dictionary*, 2013)

VII. Title 5 CLASSIFICATION
Credit/Degree Applicable (meets all standards of Title 5. Section 55002 (a)).