

# Course Outline of Record for a Single Course

Report pulled August 29, 2024.

## COR

### ENGLC101

#### Course Information

##### Course Subject and Number (CB01)

ENGL C101

##### Course Title (CB02)

Freshman Composition

#### Catalog Description

This introductory course offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Students critically read and write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts and incorporate college-level research. Reading selections include a group of culturally diverse writers. (total: 5,000 words).

#### Repeatability

Not repeatable

#### Transfer Status (CB05)

A - Transferable to both UC and CSU

#### Course Units (CB06 & CB07)

4.00 Units

#### Hours and Units

##### Credit Type

Credit Course

##### Hours and Units

Category	Hours	Units
Lecture	72	4.00
Lab	0	0.00

<b>Activity</b>	0	0.00
<b>Non-Standard</b>	0	0.00
<b>Outside of Class</b>	144.00	-
<b>Total</b>	216.00	4.00

## Outcomes and Objectives

### SLO 1

#### Outcome

Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.

#### Expected Performance

70%

### SLO 2

#### Outcome

Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.

#### Expected Performance

70%

### SLO 3

#### Outcome

Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

#### Expected Performance

70%

## Course Objectives

Develop varied and flexible strategies for generating, drafting, and revising essays.

Analyze stylistic choices in their own writing and the writing of others.

Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task.

Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Instructional Specifications

### Topical Outline

#### Course Outline

#### I. Analysis of College-level Reading Material

- A. Active reading to understand structure, purpose, and audience
  - i. Pre-reading strategies
  - ii. Active reading strategies
- B. Summary
- C. Paraphrase
- D. Relation of ideas to other texts

#### II. Objectives of Academic Writing

- A. Inform
- B. Persuade

#### III. Modes of Exposition (such as)

- A. Critique
- B. Synthesis
- C. Analysis
- D. Process
- E. Cause/effect
- F. Comparison/contrast
- G. Classification
- H. Argument

#### IV. Development and Organization

- A. Introductions
- B. Thesis statements
- C. Topically driven paragraphs
- D. Evidence
- E. Conclusions
- F. Coherence

G. Unity

H. Development

V. Source Work

A. Note taking strategies

B. Synthesizing sources

C. Balancing summary, paraphrase, and direct quotation in paragraphs

D. Integrating sources effectively

1. Attributing

2. Connecting and interpreting source material for readers

VI. Writing Process: Generating ideas

A. Planning

B. Drafting

C. Revising

D. Editing for correct grammar, punctuation, and spelling

E. Proofreading to catch typos and minor errors

VII. Timed Writing

A. Preparing in advance

B. Budgeting time

C. Identifying key words in the prompt

D. Organizing

E. Supporting the thesis

F. Proofreading for spelling and mechanics

VIII. Grammar and Usage (such as)

A. Run-ons

B. Fragments

C. Comma rules

D. Semicolon rules

E. Colon rules

IX. Research

A. Finding academic, scholarly sources

B. Evaluating and interpreting sources

C. Analyzing and seeing relations among academic sources

X. MLA Style

A. MLA Style format

B. Parenthetical in-text citations

C. Works Cited page

XI. Course Supports (such as)

A. Early diagnostics

- B. Office hours
- C. Just-in-time remediation
- D. Frequent instructor feedback throughout the writing process
- E. LAC or online tutoring
- F. NetTutor
- G. Embedded Tutoring

## **Methods of Instruction**

### **Other**

Written work: Expository and argumentative essays demonstrating the student's ability to write clearly structured essays which require 1. learning how to find, evaluate, organize, and effectively integrate college-level source material; 2. learning to employ MLA format and citation apparatus correctly; and 3. learning to analyze college-level reading material for structure, purpose, audience, and relation of ideas to other texts. Instruction through examination or quizzing: Quizzes and/or exams on reading comprehension.

### **Peer Analysis, Critique, and Feedback**

Peer-editing sessions to provide additional feedback about essays.

### **Lecture**

Lectures on course content and assigned readings.

### **Other**

Library: Research into scholarly sources through library channels such as databases and eBooks.

## **Methods of Evaluation**

### **Homework**

Several 1000-1500 word text-based essays demonstrating the student's ability to work in different modes, apply features of a documentation system, analyze college-level reading, self-correct for major and minor grammatical errors, and avoid choppy prose style by applying appropriate sentence-combining techniques. **SAMPLE ESSAY ASSIGNMENT:** For our first unit this semester, we have been reading, discussing, and writing about the problems with Americanized consumer capitalism (consumerism). Through such works as Annie Leonard's *\_The Story of Stuff\_* and Naomi Klein's *\_No Logo\_*, we have discussed a number of negative impacts that consumerism has on the environment and people and how the values of

individuals, corporations, and the world have changed as a result. Prompt: For your first major essay of the semester, you will write an essay that explores some of the issues/problems with consumerism. You will seek to answer the following question: What are some of the causes of over or excessive consumption and how does such consumption affect workers, the environment, and/or consumers?

### Tests

Quizzes testing the student's comprehension of and ability to apply grammatical rules for the minor punctuation marks of commas, semicolons, and colons. SAMPLE QUIZ: A quiz on semicolons, asking students to differentiate between correct and incorrect semicolon usage options (multiple choice) and to revise an error-filled passage from a text. Timed writing on college-level readings, testing the student's ability to write effectively under time constraints. SAMPLE TIMED ESSAY: Write a clear, organized, well-supported essay in response to the following questions: Bernard Condon and Paul Wiseman's article "Recession, Tech Kill Middle-Class Jobs" presents a fairly grim picture of our job market, but Michio Kaku emphasizes that, even though we have certain challenges, America still has valuable opportunities and reasons to be optimistic about the future. Why? What do you think? In other words, what are the main points behind each of these arguments, and where do you stand in relation to these arguments?

### Assignments

- A. Reading college-level texts. Example: Read excerpts of James Kunstler's *The Long Emergency: Surviving the End of Oil, Climate Change, and Other Converging Catastrophes of the Twenty-First Century*.
- B. Answering reading questions. Example: What are the central tenets of those who argue for reinstatement of the military draft in the United States?
- C. Diagramming arguments. Example: Identify the thesis, subtopics, topic sentences, transitions, and evidence in an essay in your textbook.
- D. Completing critical thinking exercises. Example: What's an effective concession for an argument in favor of prohibiting capital punishment?
- E. Doing research. Example: Find four academic secondary sources for an essay about gender roles in fairy tales.
- F. Finding, reading, and evaluating secondary sources. Example: Find four academic secondary sources for an

essay about the unintended consequences of the Green Revolution.

G. Planning, drafting, and revising of papers. Example: Bring two hard copies of your paper draft for peer and instructor review.

H. Completing other out-of-class work. Example: Read two essays about the origins of the Black Lives Matter movement.

### **Textbooks and Instructional Material**

OER: How Arguments Work: A Guide to Writing and Analyzing Texts in College (Mills et al., ASCCC OERI, 2022) [" LibreTexts; How Arguments Work Ancillaries "](#) [" Canvas Commons. CC BY-NC.](#)

OER: Writing Guide with Handbook (OpenStax, Bachelor-Robinson, 2022); Writing Guide with Handbook (2022) [" LibreTexts \(CC BY\)](#)

OER: English Composition II - Rhetorical Methods ["Based \(Lumen\). Last updated Aug 12, 2020.](#)

[https://human.libretexts.org/Bookshelves/Composition/Advanced\\_Composition/Book%3A\\_English\\_Composition\\_II\\_-\\_Rhetorical\\_MethodsBased\\_\(Lumen\)](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/Book%3A_English_Composition_II_-_Rhetorical_MethodsBased_(Lumen))

Behrens, Laurence and Leonard J. Rosen. Writing and Reading Across the Curriculum, 14th edition, Pearson (July 13th 2021) - Copyright 2019.

<https://www.pearson.com/en-us/subject-catalog/p/writing-and-reading-across-the-curriculum/P200000002384/9780137529315>

### **CIC Approval**

March 24, 2023

### **Effective Term**

Fall 2023

[Back](#)

# Course Outline of Record for a Single Course

Report pulled August 29, 2024.

## COR

### LIBRC100

#### Course Information

##### Course Subject and Number (CB01)

LIBR C100

##### Course Title (CB02)

Introduction to Library Research and Bibliography

#### Catalog Description

This course presents the fundamentals of the research process and documentation styles. The student is introduced to the organization of information in the library setting and learns to access information through the use of online catalogs and databases. The use of the Internet is covered with particular emphasis on evaluation of information as well as ethical use of information.

#### Repeatability

Not repeatable

#### Transfer Status (CB05)

A - Transferable to both UC and CSU

#### Course Units (CB06 & CB07)

1.00 Unit

#### Hours and Units

##### Credit Type

Credit Course

##### Hours and Units

Category	Hours	Units
Lecture	9	0.50
Lab	27	0.50



<b>Activity</b>	0	0.00
<b>Non-Standard</b>		0.00
<b>Outside of Class</b>	18.00	-
<b>Total</b>	54.00	1.00

## Requisites

### Advisories

#### Requisite Course

ENGL C101

#### Rationale for Requisite

In LIBR C100, students locate, evaluate, and cite a variety of college-level information sources for a defined research topic. In ENG C101, students develop skills to write an effective college-level research paper using college-level sources. Taking both courses together strengthens students' skills in research and writing.

## Outcomes and Objectives

### SLO 1

#### Outcome

Apply the research process to a topic suitable for college-level research, reflecting on the importance of persistence, adaptability, and ambiguity in the iterative process.

#### Expected Performance

70%

### SLO 2

#### Outcome

Strategically locate a variety of relevant information sources in multiple formats applicable to college-level research, differentiating between various research tools and paid subscription databases.

#### Expected Performance

70%

### SLO 3

#### Outcome

Critically evaluate information by applying standard criteria.

#### Expected Performance

70%

### SLO 4

#### Outcome

Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

#### Expected Performance

70%

## General Education

### LOCAL

Area 5 - Information Competency: Information Competency

## Instructional Specifications

### Topical Outline

Lecture:

#### A. Research Process

1. Identifying and Developing a Topic
2. Identifying the Level of Specificity
3. Identifying the Type of Information Required
4. Understanding the Iterative Nature of Research: Revision, Persistence, Adaptability, Ambiguity

#### B. Documentation & Bibliographic Style

1. Formatting a Research Paper
2. Bibliographic Style for Books, Periodicals, and Electronic Resources
3. In-Text Citations
4. Organizing the List of Works Cited
5. Avoiding Plagiarism

#### C. Strategic Searching

1. Finding Background Information in Encyclopedias and Reference Source
2. Using Library Catalogs to Find Books (keyword, natural language, Boolean)
3. Using Indexes/Databases to Find Articles in Periodicals
4. Advanced Search Strategies

## 5. Differentiating between Search Tools

### D. Evaluation of Information

1. Evaluation Criteria
2. Applying Criteria to Different Information Sources

## Methods of Instruction

### Lecture

Text and video lectures covering topics such as the research process, information formats, database searching, and evaluating information.

### Individualized Skills Development

Lab activities designed so that students develop research skills by applying what they've learned about advanced search strategies to library database searching.

### Demonstration

Lab activities designed so that students demonstrate their research and citation skills using a variety of subscription databases and catalogs, and MLA and APA formatting.

### Discussion

Course discussions designed for students to engage in discussions with classmates about topics such as misinformation and authority of information sources.

### Group Work

Small group work to allow students to collaborate on various research projects.

### Other

Students become familiar with working in a library setting to locate items in library catalogs and databases.

## Methods of Evaluation

### Skills Demonstration

Regular Lab assignments/research projects reinforce advanced concepts and material taught in lecture. Example: The student is expected to retrieve information in a variety of formats using a variety of search strategies and methodologies. Example: The student is expected to demonstrate mastery of citation, advanced searching, and evaluation skills through screenshots and detailed explanation.

### Tests

Quizzes and Exams evaluate the students' ability to apply concepts and material taught in class. Example: One question on the midterm exam requires students to list and explain the steps in the research process.

### **Homework**

Written reflections on course readings and resources. Example: The student writes a personal reflection on how their research topic developed over a period of time based on the research process.

### **Assignments**

A. Homework assignments. Example: The student is expected to practice search skills using library catalogs and databases on a topic of their choice. B. Readings from the assigned textbook. Example: The student is expected to read the textbook chapter to supplement each week's lecture. C. Written evaluative summaries of information sources. Example: The student is expected to critically evaluate an article. D. Preparation of bibliographic entries. Example: The student is expected to prepare citations of information sources.

### **Textbooks and Instructional Material**

Butler, W., Sargent, A. & Smith, K. (2021). Introduction to College Research. Academic Senate for California Community Colleges.

### **CIC Approval**

March 8, 2024

### **Effective Term**

Fall 2024

[Back](#)