Cerro Coso College
Course Outline of Record Report
10/08/2021

ENGLC070 : Introductory Composition

General Information

Author:	-
Course Code (CB01) :	ENGLC070
Course Title (CB02) :	Introductory Composition
Department:	English
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1501.00) English
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000297806
Curriculum Committee Approval Date:	03/06/2015
Board of Trustees Approval Date:	04/09/2015
External Review Approval Date:	04/23/2015
Course Description:	In this course which prepares students to take university-level classes, students analyze and respond to college-level readings, compose expository and argumentative essays for a variety of rhetorical situations, incorporate outside sources into their writing using proper documentation techniques, and revise for coherence, unity, and development. Students write four to five text-based expository essays (total: 3,500 words).
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• English
Alternate Master Discipline Preferred:	• English
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Grade Options

• Letter Grade Methods
• Pass/No Pass

Course Prior To College Level (CB21)

One level below transfer.

Rationale For Credit By Exam/Challenge	Retake Policy Description	
No value	Type:|Non-Repeatable Credit	☑ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Human Services Worker COA	Certificate of Achievement	Summer 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	Transferability Status
Not transferable	Not transferable

Units and Hours:

Summary

Minimum Credit Units (CB07)	4
Maximum Credit Units (CB06)	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	144
Total Student Learning Hours	216
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	Funding Agency Category (CB23)	

Credit Course.

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	4	8
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	144

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

LIBRC100 - Introduction to Library Research and Bibliography

In English 70, students are expected to find, evaluate, organize, and effectively integrate college-level source material, as well as employ MLA formatting and documentation, all skills taught in IC C075: Introduction to Library Research and Bibliography.

AND

Prerequisite

ENGLC040 - Improving Basic Writing Skills

In regard to the major principles of composition, ENGL C070 builds directly upon the student learning outcomes of ENGL C040 not only in regard to paragraphing, development, coherence, unity, and thesis statements but also grammar and reading ability. More specifically, students enrolling in ENGL C070 already should be able to demonstrate the following skills: use the five-part essay in different modes; structure with clear organization, coherence, thesis, and topic sentences; use sufficient, logical supporting details; identify and correct major and minor grammatical errors; and demonstrate increased pre-college-level vocabulary and reading comprehension.

The student learning outcomes of ENGL C070 include demonstrating increased college-level vocabulary and reading comprehension; composing well-organized, well-developed, text-based, formal college-level essays in a variety of modes of exposition (such as classification, comparison and contrast, persuasion, and synthesis) with clear thesis statements, topic sentences, persuasive support, and appropriate introductions and conclusion; organizing and effectively integrating college-level source material; revising and editing compositions to improve development, structure, unity, coherency, grammar, punctuation, and spelling; and employing MLA Style formatting and documentation. Each of these ENGL C070 outcomes is directly linked to and dependent upon successful attainment of the SLO's of ENGL C040.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Project-based learning
Rationale	No value

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	In-class writing
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Library
Rationale	No value

Methods of Instruction	Outside reading
Rationale	No value

Methods of Instruction	Peer analysis, critique & feedback
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Assignments

- **A. Practicing modes of exposition.**
SAMPLE PRACTICE - THE PRÉCIS: Study John Dorbolo's "Sample Rhetorical Précis" resource. A précis is a brief, four-sentence summary of the main points and ideas of a piece of writing. As you study the resource, note the particular function of each of the four sentences. After you have studied the précis resource, read Jonathan Rauch's essay "Caring for Your Introvert," and compose a précis for it.
B. Studying and responding to readings.
SAMPLE RESPONSE: Once you have finished your reading of *Siddhartha*, review the "Four Noble Truths." Then, in a thorough post to this week's forum, try to connect all of the Four Noble Truths to Siddhartha's life. Is each Truth represented? If so, where? Use as evidence episodes in Siddhartha's life. Ultimately, do you feel Hesse might have been purposefully exploring these truths in this novel?
C. Completing exercises on MLA documentation.
SAMPLE MLA EXERCISE: Peruse the online MLA Style, MLA Parenthetical Citations, and MLA Works Cited lessons and tutorials provided in class, and then take a tour of your handbook's MLA section, noting in particular the samples of parenthetical references, the "close-up" on punctuating parenthetical references, and the directory of MLA Works-Cited entries. Using one of the essays you have read for this unit, 1). write a paragraph in which you incorporate a correctly cited quotation, and 2). create a properly formatted and punctuated Works-Cited

entry.
D. Planning, drafting, and revising essays.
SAMPLE WRITING PROCESS: 1). Study the "Essay 3: Synthesis Essay" assignment, and draft your essay using the suggested brainstorming and drafting suggestions provided in class. 2). Submit your synthesis rough draft to the online PeerMark workshop for feedback. 3). Once the workshop opens, read critically the drafts of your peers assigned to you as well as your own essay, answering the workshop prompts as you read. 4). Once workshop concludes, use the peer comments that you find helpful to revise and edit your essay for development, unity, coherency, grammar, and usage. 5). Submit the final draft of your essay according to instructions.

Methods of Evaluation	Rationale
Other	Several 750-1000 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: Write a 750-1000 word classification paper in which you analyze a current magazine for the types of emotional appeals found in its advertisements. Examine the ads based on the categories presented by Jib Fowles in "Advertising's Fifteen Basic Appeals" and come to a conclusion about the three or four most prevalent types of ads in the magazine.
Tests	Quizzes testing the student's comprehension of and ability to apply grammatical rules for the minor punctuation marks of commas, semicolons, colons, and dashes. SAMPLE QUIZ: A quiz on semi-colons, asking students to differentiate between correct and incorrect semi-colon usage options (multiple choice) and to revise an error-filled passage from a text.
Other	Timed writing on college-level readings, testing the student's ability to write effectively under time constraints. SAMPLE TIMED ESSAY: In the essay "Don't Let Stereotypes Warp Your Judgment," Robert L. Heilbroner argues that stereotypes play a central role in the way humans respond to their environment. In 30 minutes, plan, draft, and edit an essay in which you critique Heilbroner's argument, making sure to explain, assess, and respond to the central ideas of the text.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Kirszner, L. G., S. R. Mandell. (2012) The Pocket Wadsworth Handbook, 5th, Cengage			
	McWhorter, K. (2014) Reflections, 1, Bedford/St. Martin's			
	Aaron, J., E. Repetto. (2011) The Compact Reader, 9, Bedford/St. Martin's			

Bauman, M. G. (2013) Ideas and
Details, A Guide to College
Writing, 8th ed., Cengage

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Demonstrate increased college-level vocabulary and reading comprehension.

Expected SLO Performance: 70.0

Compose well-organized, well-developed, text-based, formal college-level essays in a variety of modes of exposition (such as classification, comparison and contrast, persuasion, and synthesis) with clear thesis statements, topic sentences, persuasive support, and appropriate introductions and conclusions.

Expected SLO Performance: 70.0

Organize and effectively integrate college-level source material.

Expected SLO Performance: 70.0

Revise and edit compositions to improve development, structure, unity, coherency, grammar, punctuation, and spelling.

Expected SLO Performance: 70.0

Employ Modern Language Association (MLA) Style formatting and documentation.

Expected SLO Performance: 70.0

Outline

Course Outline

I. Analysis of college-level (non-academic) reading material
  A. Active reading to understand structure, purpose, and audience
  B. Summary
  C. Paraphrase
  D. Précis
  E. Relation of ideas to other texts.

I. Modes of Exposition (such as)
  A. Informative writing
    1. Process
    2. Cause/effect
    3. Comparison/contrast

4. Classification
- B. Synthesis
- C. Argument

I. Development and Organization
- A. Introductions
- B. Thesis statements
- C. Topically driven paragraphs
- D. Evidence
- E. Conclusions
- F. Coherence
- G. Unity
- H. Development

I. 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. Using a rhetorically accurate introductory verb
    3. Punctuating tags
    4. Including boundary markers
    5. Connecting and interpreting source material for readers

I. Writing ProcessA.   Generating ideas
- A. Planning
- B. Drafting
- C. Revising
- D. Editing for correct grammar, punctuation, and spelling
- E. Proofreading to catch typos and minor errors

I. Timed Writing
- A. Preparing in advance
- B. Budgeting time
- C. Identifying key words in the prompt
- D. Organizing
- E. Writing legibly
- F. Composing a thesis which rephrases the question's essential terms into a statement
- G. Supporting the thesis
- H. Proofreading for spelling and mechanics

I. Grammar and Usage (including but not limited to)
- A. Run-ons
- B. Fragments
- C. Six comma rules
- D. Semi-colon rules
- E. Colon rules

I. MLA Style
- A. MLA Style format
- B. Parenthetical in-text citations
- C. Works Cited page

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Online: All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are conducted by means of online discussion forums, such as Moodle. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

discussion forums
learning management system message
chat
email

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
learning management system
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value