

## ENGLC101 : Freshman Composition

### General Information

Author:	-
Course Code (CB01) :	ENGLC101
Course Title (CB02) :	Freshman 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) :	CCC000209431
Curriculum Committee Approval Date:	11/15/2013
Board of Trustees Approval Date:	12/19/2013
External Review Approval Date:	03/06/2014
Course Description:	In this composition course for transfer to four-year institutions, students write expository and argumentative essays that respond to a variety of rhetorical situations and incorporate university-level research. The course emphasizes critical reading, effective use of language, and analysis of university-level concepts presented in outside sources. Students write four to five expository essays including a lengthy research paper (total: 7,000 words).
Submission Type:	New Course
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>English</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>English</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

<b>Basic Skills Status (CB08)</b> Course is not a basic skills course.	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grade Options</b> <ul style="list-style-type: none"><li>Letter Grade Methods</li><li>Pass/No Pass</li></ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 0	<b>Course Prior To College Level (CB21)</b> Not applicable.

**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

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**

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Law, Public Policy, and Society Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2021

**Transferability & Gen. Ed. Options****Course General Education Status (CB25)**

No value

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**Cerro Coso General Education Requirements**

Area 4.1

**Categories**

Language &amp; Rationality English Composition

**Status**

Approved

**Approval Date**

No value

**Comparable Course**

ENGL 100

**CSU General Education Certification**

Area A.2

**Categories**English Language  
Communication &  
Critical Thinking  
Written  
Communication**Status**

Approved

**Approval Date**

No value

**Comparable Course**

ENGL 100

**Intersegmental General Education Transfer Curriculum**

Area 1.A

**Categories**English  
Communication  
English  
Composition**Status**

Approved

**Approval Date**

No value

**Comparable Course**

No Comparable Course defined.

**Units and Hours:****Summary**

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

**Credit / Non-Credit Options****Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)
**Weekly Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	4	8
Laboratory Hours	0	0
Activity Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	0
Laboratory	0

Activity	0
<b>Total</b>	72
<b>Course Out-of-Class Hours</b>	
Lecture	0
Laboratory	0
Activity	0
<b>Total</b>	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

ENGLC070 - Introductory Composition

In English 101, students are expected to analyze college-level reading material, write clearly structured text-based essays which require finding, evaluating, organizing, and effectively integrating college-level source material, and employ MLA formatting and documentation, all skills taught in English 70: Introductory Composition

### Entrance Skills

Entrance Skills	Description
No value	No value

### Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

<b>Specifications</b>	
<b>Methods of Instruction</b>	
Methods of Instruction	Written work
Rationale	No value
<b>Methods of Instruction</b>	
Rationale	No value
<b>Methods of Instruction</b>	
Rationale	No value
<b>Methods of Instruction</b>	
Rationale	No value
<b>Methods of Instruction</b>	
Rationale	No value
<b>Methods of Instruction</b>	
Rationale	No value
<b>Methods of Instruction</b>	
Rationale	No value
<b>Methods of Instruction</b>	
Rationale	No value
<b>Methods of Instruction</b>	
Rationale	No value
<b>Methods of Instruction</b>	
Rationale	No value

Rationale

No value

### Assignments

- A. Answering reading questions.
- B. Reading essays.
- C. Diagramming arguments.
- D. Finding, reading, and evaluating secondary sources.
- E. Planning, drafting, and revising of papers.
- F. Completing other out-of-class work.
- A. Answering reading questions.
- B. Reading essays.
- C. Diagramming arguments.
- D. Finding, reading, and evaluating secondary sources.
- E. Planning, drafting, and revising of papers.
- F. Completing other out-of-class work.

### Methods of Evaluation

### Rationale

- Other  
several 1250-1500 word text-based essays demonstrating the student's ability to work in different modes, apply features of a documentation style, analyze and synthesize university-level reading, self-edit for eliminating major and minor grammatical errors and for stylistic clarity and directness.  
• Example: Write a persuasive paper of 1250-1500 words in which you define "fairy tale" and then argue in what ways Homer's Odyssey qualifies as a fairy tale.
- Research Paper  
one research essay of at least 2000 words demonstrating the student's ability to identify and evaluate useful sources, employ the complete documentation system, and use all the skills demonstrated in the shorter essays.  
Example: Write a 2000-2500 research paper, using at least eight sources, in which you discuss how and why fairy tales have changed over the last few hundred years up to the present day.
- Other  
in-class writing assignments.
- Other  
quizzes on the university-level readings, testing comprehension and understanding of structure, purpose, audience, and relation of ideas to other texts.  
• Example: Find three examples of irony in the first ten pages of Oedipus the King.
- Other  
take-home reading responses on readings as homework.

### Equipment

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
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	Berens, L., Rosen, L.. (2012) Writing and Reading Across the Curriculum, 12th, Longman			
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	Behrens, L., Rosen, L., Beedles, B. . (2012) A Sequence for Academic Writing , 5th, Longman.			
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Jacobs, L. . (2013) A World of Ideas: Essential Readings for College Writers , 9th, Bedford/St. Martin's

Spatt, B. . (2011) Writing from Sources , 8th, Bedford/St. Martin's

Axelrod, R. B., & Cooper, C.R. . (2013) The St. Martin's Guide to Writing , 10th, Bedford/St. Martin's

### Other Instructional Materials

No Value

### Materials Fee

No

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

**Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.** Expected SLO Performance: 70.0

*Business Information Technolog*  
Law, Public Policy, and Society for Transfer

Locate, critically read, and analyze relevant primary and secondary sources.

**Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.** Expected SLO Performance: 70.0

*Business Information Technolog*  
Law, Public Policy, and Society for Transfer

Apply laws, public policy, and/or societal or ethical theories to develop a solution to a legal issue, a public policy issue, and/or a societal concern.

*Social Science*  
IGETC PLOs

Use clear and precise language to express logical thought.

*Social Science*  
PLOs for CSU GE COA

Use clear and precise language to express logical thought.

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

Expected SLO Performance: 70.0

**Evaluate the style of one's own writing and the writing of others and self-correct for greater clarity and directness.**

Expected SLO Performance: 70.0

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

Expected SLO Performance: 70.0

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

Expected SLO Performance: 70.0

*Business Information Technolog*  
Law, Public Policy, and Society for Transfer

Locate, critically read, and analyze relevant primary and secondary sources.

Find, evaluate, analyze, interpret, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.

Expected SLO Performance: 70.0

*Business Information Technolog*  
Law, Public Policy, and Society for Transfer

Locate, critically read, and analyze relevant primary and secondary sources.

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

Expected SLO Performance: 70.0

## Outline

### Course Outline

A. Read; analyze; and evaluate a variety of university-level texts for content; context; and rhetorical merit with consideration of tone; audience; and purpose.

1. Understand how to read; analyze; and evaluate texts

a. Read texts to understand the author's purpose; intended audience; and tone

b. Underline; annotate; and outline texts to distinguish between an author's main idea; major supporting details; and minor supporting details

c. Paraphrase and summarize to clarify texts

d. Analyze an author's argument and stylistic presentation

e. Interpret and evaluate texts

f. Draw inferences and ask questions

g. Synthesize the information and ideas with other readings

2. Understand academic sources

a. Understand that language in academic sources is more highly specialized and generally dense

b. Understand that academic sources often require inferring prior knowledge

c. Understand that academic sources are developed in a variety of modes

B. Apply a variety of rhetorical strategies in writing unified; well-organized academic essays with arguable theses and persuasive support; using complex ideas presented in university-level sources.

1. Use sound essay structure appropriate for university-level writing

2. Create paragraph topics for development and logical method of organization appropriate for university-level writing

3. Develop sound thesis statements that make specific and interesting claim

4. Employ and combine a variety of modes as appropriate to the writer's purpose:

a. Summarize texts—present the key ideas of another in a balanced and readable way

b. Argue—make a case for or against sources

c. Explain and illustrate—provide information and examples

d. Define—present extended definition of a word or concept

e. Analyze—break the subject down into parts/ideas; organizing by these parts/ideas; and explaining these parts/ideas

f. Synthesize—bring together multiple sources to discuss a similar idea; organizing by ideas rather than by sources

g. Critique or evaluate—discuss strengths and weaknesses

h. Compare or contrast—highlight significant similarities or differences to explain a point or support a conclusion

i. Classify—break a large subject into smaller categories

C. Develop varied and flexible strategies for generating; drafting; and revising essays.

1. Understand the writing prompt

2. Brainstorm; chart; freewrite; or do other invention strategies

3. Develop a working thesis

4. Work from an outline to plan essays

5. Revise based on reader's needs for clarity; accuracy; and development



6. Edit for tone; readability; and correctness

D. Evaluate the style of one's own writing and the writing of others and self-correct for greater clarity and directness.

1. Use clear and direct expression at the sentence level
  - a. Use strong subjects and verbs
  - b. Write concisely; eliminating buzzwords and long-winded phrases
  - c. Use words with precision; avoiding the needless use of the passive voice
  - d. Organize ideas: from simple to complex; from most familiar to least; from safe to challenging and new ideas
2. Use clear and direct expression at the paragraph level appropriate for university-level writing
  - a. Maintain paragraph unity
  - b. Create paragraph coherence
    - i. Write effective topic sentences that introduce the paragraph's main focus and support the paper's thesis
    - ii. Use subtopic sentences to cue readers
    - iii. Use transitions to indicate relationships between ideas
    - iv. Use cohesive devices: pronoun references; word repetition; sentence-structure repetition
  - c. Create good paragraph development
    - i. Support claims with ample and varied evidence
    - ii. Write explanations
    - iii. Provide context

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

1. Understand the writing prompt
2. Use time carefully to prewrite; write; and proofread the essay
3. Create a thesis statement
4. Write fast outline that organizes ideas supporting the essay's purpose
5. Write clear topic sentences
6. Develop paragraphs and use evidence to support claims
7. Proofread and edit quickly

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

1. Integrate sources
  - a. Provide context
  - b. Avoid dropped quotations
  - c. Punctuate around quotations
  - d. Use multiple sources within a single paragraph
  - e. Use boundary markers
  - f. Use ellipses and brackets in quotations
2. Write and cite paraphrases of university-level sources
3. Write and cite summaries of university-level sources
4. Write and cite quotations of university-level sources
5. Decide when to paraphrase or quote
6. Blend quotation and paraphrase

G. Find; evaluate; interpret; analyze; and see the relations among primary and secondary sources; incorporating them into written essays using accurate MLA documentation and formatting.

1. Find academic; scholarly sources
  - a. Use library's catalog to find university-level books and reference materials
  - b. Use library's databases to find university-level articles in scholarly journals
  - c. Search websites appropriately to find university-level web sources
2. Evaluate and interpret sources
  - a. Evaluate periodicals for reliability
  - b. Evaluate books for reliability
  - c. Evaluate web sources for reliability
  - d. Evaluate sources for relevance
3. Analyze and see relations among academic sources
  - a. Look for common ideas or other patterns in the reading materials
  - b. Distinguish words and identifying terms
  - c. Create classification schemes appropriate to the material
4. Use complete and accurate MLA style
  - a. Avoid plagiarism
  - b. Understand when to document sources and when not to
  - c. Write parenthetical citations
  - d. Write works cited entries
  - e. Format papers according to MLA requirements; including page numbers; one-inch margins; double spacing; indentations; etc.

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

1. Use correct grammar

- a. Avoid sentence-boundary errors: comma splices; run-on sentences; and sentence fragments
- b. Maintain parallelism
- c. Avoid pronoun errors and mixed construction
- d. Use effective coordination and subordination
- 2. Use correct punctuation
  - a. Use punctuation correctly within sentences to create sophisticated yet clear sentences: commas; apostrophes; dashes; hyphens; colons; and semicolons
  - b. Use correct punctuation around and within quotations: quotations marks; slashes; brackets; ellipses; commas; and colons

## 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?**

Hybrid All paper assignments are identical to those in an onsite class. Online class discussions supplement on-ground discussion and are conducted by means of online discussion forums, such as Front Page, Web Board, or Moodle. 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. iTV All paper assignments are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, phone conferences, regular mail, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation. 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 Front Page, Web Board, or 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 managment system message  
 chat  
 email  
 face2face  
 newsgropu/discussion board  
 phone  
 itv

**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.

Hybrid 35 iTV 20 Online 35