IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: Arts and Letters **DATE:** March 01, 2012

COURSE TITLE: Composition and Reading **COURSE NO.:** ENGL 110 **UNITS:** 4

LEC HRS. 72.00 **LAB HRS.** 0

If cross-referenced, please complete the following

COURSE NO.(s) **COURSE TITLE**

I. COURSE/CATALOG DESCRIPTION:

The standard course in freshman English. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper. (CSU, UC)

II. A. PREREQUISITES, if any:

ENGL 009 with a minimum grade of C or better or
ENGL 010 or ENGL 099 with a grade of "C" or better or
Appropriate placement

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:
READ 019 (Formerly ENGL 019)

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5)
2. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining (ILO1, ILO2)
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement. (ILO1, ILO2)
4. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of

the written work.

8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.

9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.

10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Analysis and interpretation of a variety of written texts, including one single-author text.	25.00%
Examination of evidence, tone, purpose, and audience, and fallacies in a variety of written works.	5.00%
Instruction in the writing process, from development and drafting to revising and editing.	10.00%
Instruction in various writing patterns, such as comparison and contrast, definition, and argumentation.	15.00%
Instruction in connotative and figurative language while writing for an academic audience.	5.00%
Instruction in adapting writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)	10.00%
Instruction in the examination and analysis of a student's own writing and that of other students with a view towards improving writing effectiveness.	10.00%
Instruction in the development of research papers, including finding and analyzing sources, developing ideas, outlining and drafting, and formatting and documentating the work using MLA guidelines.	20.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Objective

Oral Assignments

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity

Lecture

Audio Visual

Computer Assisted Instruction

Simulation/Case Study

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:
1. Reading and synthesizing from a variety of texts. 2. Primary and secondary research. 3. Essay assignments based on readings and research, to include at least one comprehensive research paper. For example: "Write an essay arguing a given position on a chosen topic. The essay should include 8-10 sources and be at least X words in length."

Reading and Writing:
1. Peer review and other drafting and revision workshops for essay assignments. 2. In-class writing including essay exams. Collaborative writing, presentation, and research projects. 3. Analysis of reading, research, and other class materials and texts. 4. Practice with paraphrase, quotation, and appropriate documentation of sources. 5. Practice recognizing the difference between synthesizing and documenting information and plagiarism in their own and others' writings.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Miller (2009). *Harbrace College Handbook* (17/e). ITP.
Kirszner & Mandell (2010). *Patterns for College Writing* (11/e). St. Martin's Press.
Morehead, D. (2010). *New American Roget's College Thesaurus* (3/e). Signet.
Strunk, W., White, E.B., Angell, R (2009). *Elements of Style* Pearson.

Hitchens (2010). *Best American Essays 2010* Mariner Books.
Elbow, P. (2000). *A Community of Writers* (3/e). McGraw Hill.
Flachmann & Flachmann (2010). *The Prose Reader* (9/e). Longman.
Kirszner & Mandell (2010). *Wadsworth Handbook* (9/e). Wadsworth.
MLA (2009). *MLA Handbook for Writers of Research Papers* (7/e). MLA.

Attached Files

English-009-110-Matrix

English110-DE