



## ENGL 120 - College Composition & Research Course Outline

Approval Date: 03/10/2022

Effective Date: 08/12/2022

### SECTION A

**Unique ID Number** CCC000541809

**Discipline(s)** English

**Division** Language and Developmental Studies

**Subject Area** English

**Subject Code** ENGL

**Course Number** 120

**Course Title** College Composition & Research

**TOP Code/SAM Code** 1501.00 - English Language and Literature, General / E - Non-Occupational

**Rationale for adding this course to the curriculum** Non-substantive modifications to minimum word requirement (to reflect new C-ID descriptor (as accepted by UC's/CSU's). Other non-substantive changes to make weekly reading range more flexible and what reading includes clearer. To make methods of instruction & evaluation more flexible: Change of requirement of timed/in-class writing & oral presentation to options & remove corresponding objectives. None of these changes affects articulation.

**Units** 4

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

#### Contact Hours

**Lecture** 72.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 144.00

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**Total Contact Hours** 72

**Total Student Hours** 216

**Open Entry/Open Exit** No

**Maximum Enrollment** 25

**Grading Option** Letter Grade Only

**Distance** On-Campus  
**Education Mode of Instruction** Hybrid  
Entirely Online  
Online with Proctored Exams

## SECTION B

**General Education Information:**

## SECTION C

### Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** English 120 develops expository, narrative, and argumentative writing based on reading and analysis of essays and other college texts. The course emphasizes critical thinking and reasoned support of ideas and reinforces the connections between reading and writing. Instruction includes a focus on research practices, evaluating sources, and proper citation and documentation. A minimum of 5,000 to 8,000 words of writing is required.

### Schedule Description

## SECTION D

### Condition on Enrollment

#### 1a. Prerequisite(s)

- ENGL 90 with a minimum grade of C or better or
- Appropriate placement

1b. **Corequisite(s):** *None*

1c. **Recommended:** *None*

1d. **Limitation on Enrollment:** *None*

## SECTION E

### Course Outline Information

#### 1. Student Learning Outcomes:

- A. Think, read, and write critically about a variety of ethical, civic, and cultural topics.
- B. Write unified, coherent, well supported, and grammatically correct documents while also demonstrating adequate research skills, including locating, evaluating, integrating, and documenting sources using discipline appropriate styles, such as MLA.

#### 2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Recognize and understand the relationship between critical reading, critical thinking, and the writing process.
- B. Read, analyze, and evaluate complex texts representing a variety of cultures and perspectives for content, context, and argumentative strategies with consideration of tone, audience, and purpose.
- C. Apply a variety of rhetorical strategies in writing unified, well-organized essays which demonstrate a narrow, arguable thesis and specific, persuasive support.

- D. Develop varied and flexible strategies for generating, drafting, and revising essays.
- E. Analyze stylistic choices in their own writing and the writing of others.
- F. Incorporate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- G. Demonstrate ability to collect, evaluate, analyze, and integrate research sources while following appropriate citation conventions (e.g. MLA).
- H. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- I.

### 3. Course Content

Instructors may organize a class according to either writing modes or subject themes. A typical "mode" syllabus may progress through narrative, exposition, analysis, and argument.

- A. Reading should include texts representative of a variety of cultures and perspectives. A thorough discussion of content (for basic comprehension) of expository and/or narrative prose will lead to the exploration of rhetorical strategies used by the author to present ideas; an attention to style, tone, language and vocabulary; and the analysis of ideas presented in texts. Students will learn to differentiate between fact and opinion while beginning to identify authors' biases and assumptions. This is an intensive reading course, and students can expect up to 100 pages of reading per week on average.
- B. Formal student writing in response to readings will be practiced. The Writing Process will be emphasized, with attention to:
  - a. Essay focus, structure and organization, particularly the connection between thesis and main points
  - b. Paragraph unity, structure, and support development;
  - c. Revision, editing, proofreading, and correct formatting.
- C. Review of grammar and language usage--especially diction, tone, and style--will be determined by the instructor in response to problems in students' writing.
- D. Coordination with campus Success Centers provides supplemental instruction in grammar and essay development for students and introduces them to campus support resources. Five hours of supplemental instruction are recommended.
- E. Research and documentation strategies are important elements of this course, including selecting a topic; finding and evaluating sources; taking notes; and outlining. In drafting the research essay, students should be prepared to quote, paraphrase, and summarize source material correctly, provide MLA or other professional documentation formats, and compose a Works-Cited list.
- F.

### 4. Methods of Instruction:

**Activity:**

**Discussion:**

**Individualized Instruction:** Students are directed to Success Centers for individualized support with specific, identified skill needs.

**Lecture:**

**Other:** Instructors may present material in a variety of modes, including lectures, discussion and collaborative group work. Given the rigor of the course, multi-media instruction, including recordings, streaming video, film, and documentaries may be used. Instruction should balance delivery of information with hands-on practice of writing and response. To this end, instructors may use a variety of modes, including DVDs and/or videos, document cameras, and powerpoint presentations.

**Online Adaptation:** Activity, Directed Study, Discussion, Group Work, Journal, Lecture

**6. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

**Typical classroom assessment techniques**

Exams/Tests -- in-class or timed exams or essay exams - a test on MLA Annotated Bibliography format

Quizzes -- -quizzes on research concepts -reading comprehension quiz

Research Projects -- -Argumentative Research Essay -research background on assigned reading

Portfolios -- --reading response 'journals' --portfolio of drafts for a paper

Papers -- -text analysis essay -argumentative essay --analytical argument essay --expository essay

Additional assessment information:

At least 70% of the overall course grade will be based on performance on academic essay assignments.

At least one timed essay exam may be required (across all sections for department assessment purposes and/or in select sections to fulfill requirements set by individual faculty).

Additional methods of evaluation may include a presentation, portfolios, quizzes, exams, writing assignments, class discussion, and group projects.

Letter Grade Only

**7. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

----Students will be required to read up to 100 pages per week on average, including expository, argumentative, descriptive, analytical, or narrative prose (or a combination of these strategies) representative of a variety of cultures and perspectives, as well as textbook/instructional materials, student essay drafts, and student responses to readings. Students will be required to comprehend, analyze, evaluate, and respond to the ideas in the texts and related mediums.

For example, read Gloria Anzaldua's "How to Tame a Wild Tongue." Following Anzaldua's example, list all the formal and informal "languages"--e.g. dialects, slangs, jargons, as well as "formal" languages--you know. Now consider the different discourse communities these represent and freewrite about how these different languages help inform your sense of identity.

For example, read Martin Luther King's "Letter from Birmingham Jail" and discuss it with your reading group. Explain to one another how King differentiates between "just" and "unjust" laws. Then craft a paragraph within your group that explains how King justifies breaking laws during his direct action protests in Birmingham.

B. Writing Assignments

--Students are required to write 5,000-8,000 words in a variety of essays and graded revisions and responses. Students may also participate in peer writing groups and/or tutorials with instructor. Class lessons in essay development and writing will be presented each week as well.

For example:

Brainstorm for a few minutes about events and stories from your life. Pick two events

and freewrite about them, adding details about who was there, what happened, and what you felt about it. Select one of these events as the subject of your next essay.

For example:

Read and discuss the "Remembered Event" chapter in The St. Martins Guide for examples of how to develop this essay; also read the short essay "The Discus Thrower" to discuss the strategies used by the author to make the paper compelling and have a main point.

For example:

Read Paul Fussel's "A Well-Regulated Militia" and Leslie Marmon Silko's "In the Combat Zone." Write for workshop an essay comparing and contrasting the authors' positions regarding gun use and gun control efforts. Review MLA citation format in preparation of this essay. Before turning in this draft, perform a self assessment of the strongest and weakest aspect of your essay-whether in terms of structure or argument.

C. Other Assignments

--Students will be directed to Success Centers that support this course for supplemental instruction in primary Course Objectives as well as in identified, individual learning needs.

For example, work through the Writing Center Module on Punctuation and Proper Comma use. After reviewing the materials and example, take the assessment quiz to develop skill proficiency. Once complete, work with an Instructional Assistant to review comma use in one of your own written documents.

## 8. Required Materials

### A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Mike Palmquist  
Title: The Bedford Researcher  
Publisher: Macmillan  
Date of Publication: 2021  
Edition: 7

Book #2:

Author: Eds. Donald DcQuade, Robert Atwan  
Title: The Writer's Presence: A Pool of Readings  
Publisher: Bedford/St. Martins  
Date of Publication: 2018  
Edition: 8th

Book #3:

Author: Eric Schlosser  
Title: Fast Food Nation  
Publisher: Turtleback Books  
Date of Publication: 2012  
Edition:

Book #4:

Author: Tim Wise  
Title: White Like Me  
Publisher: Counterpoint LLC  
Date of Publication: 2011  
Edition:

Book #5:

Author: Birkenstien, Cathy and Graff, Gerald  
Title: They Say I Say  
Publisher: W. W. Norton & Co.  
Date of Publication: 2021  
Edition: 5

Book #6:

Author: Modern Language Association  
Title: MLA Handbook  
Publisher: The Modern Language Association  
Date of Publication: 2021  
Edition: 9th

**B. Other required materials/supplies.**

- Instructors may assign an appropriate Grammar Handbook
- Full-length books of fiction or non-fiction may also be employed for this course
- Students will need online access for research activities