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English (ENGL) 1500 Composition and Reading (3 Units) CSU:UC  
[formerly English 1A]

Prerequisite: Qualification by assessment process or successful completion of English 1000 and Reading 1005 with grades of "C" or better

Prerequisite knowledge/skills: Before entering the course the student should be able to:

1. use correct grammar, syntax, and punctuation,
2. develop the ability to organize written expression in formal, clear language,
3. demonstrate correct mechanics of sentence structure and punctuation,
4. develop an awareness of levels of language,
5. demonstrate concrete evidence of an increased vocabulary,
6. demonstrate the ability to interpret and analyze written passages of increasing difficulty,
7. effectively self-evaluate written work,
8. compose coherent essays,
9. analyze the fundamentals of term paper techniques and library use.
10. interpret meaning of vocabulary in context,
11. recognize main ideas, determine implied main ideas, and the central point,
12. identify supporting details,
13. discriminate among transitions that involve addition, cause and effect, comparison and/or contrast, examples, and time,
14. distinguish between facts and opinions,
15. determine logical inferences by drawing conclusions,
16. identify an author's purpose and tone,
17. evaluate arguments,
18. apply reading strategies to other academic courses, and
19. analyze and synthesize appropriate information in the library for a basic research assignment.

Total Hours: 48 hours lecture

Catalog Description: This is a collegiate-level course in expository and argumentative writing, appropriate and effective use of language and vocabulary, close reading, critical thinking, research paper, information literacy, and documentation. C-ID: ENGL 100

Type of Class/Course: Degree Credit



Texts: Abu-Jaber, Diana. *The Language of Baklava*. Anchor Random House. 2005

Arlov, Pamela. *Wordsmith*. 3<sup>rd</sup> ed. Upper Saddle River: Pearson Prentice-Hall, 2007. Print.

Silverman, Amy. *My Heart Cant Even Believe it: A Story of Science, Love, and Down Syndrome*. 1<sup>st</sup> ed. Woodbine House. 2016.

Bean, John, Virginia A. Chappel, and Alice Gillam. *Reading Rhetorically*. 4<sup>th</sup> ed. New York: Pearson-Longman, 2013. Print.

Brandon, Lee and Kelly Brandon. *Paragraphs and Essays with Integrated Readings*. 12<sup>th</sup> ed. Boston: Wadsworth Cengage, 2012. Print.

Burchers, Sam. *Vocabulary Cartoons II*. Punta Gorda: New Monic, 2007. Print.

Columbo, Gary, Robert Cullen, and Bonnie Lisle. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 8<sup>th</sup> ed. Boston: Bedford, 2010. Print.

Flachmann, Kim, and Michael Flachmann. *The Prose Reader*. 10<sup>th</sup> ed. Upper Saddle River: Prentice-Hall, 2013. Print.

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 3<sup>rd</sup> ed: New York: W.W. Norton, 2014. Print.

The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: MLA, 2009. Print.

Additional Required Materials:

Ford, Jamie. *Hotel on the Corner of Bitter and Sweet*. New York: Random, 2009. Print.

Huxley, Aldous. *Brave New World*. New York: Harper, 2009. Print.

Joyce, James. *Dubliners*. New York: Signet, 2007. Print.

Orwell, George. *Animal Farm*. New York: Signet, 1977. Print.

Vonnegut, Kurt Jr. *Slaughterhouse-Five*. New York: Delacorte P-Seymour, 1969. Print.

Krakauer, Jon. *Into Thin Air*. New York: Anchor, 1999. Print.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway, 2011. Print.

Course Objectives:

By the end of this course, a successful student will be able to

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

2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support,
3. Develop varied and flexible strategies for generating, drafting, and revising essays,
4. Analyze stylistic choices in their own writing and the writing of others,
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence,
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism,
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format, and
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation

### Course Scope and Content:

#### Unit I Reading

- A. Essays in a variety of rhetorical modes
- B. Annotation of texts
- C. Rhetorical context: audience, purpose, and form
- D. Pathos, ethos, and logos
- E. Publication context
- F. Ideology, worldview, and slant
- G. Tone, diction, and figurative language
- H. Denotation and connotation
- I. Identification and evaluation of claims and evidence

#### Unit II Critical Thinking

- A. Claims, premises, evidence
- B. Assumption
- C. Induction and deduction
- D. Logical fallacies
- E. Procatalepsis

#### Unit III Information Competency

- A. Types of sources and where to find them
  1. Primary and secondary
  2. Databases
  3. Websites
  4. Periodicals
  5. Using library catalog
  6. Advanced web searches/Boolean operators
  7. Refining searches in browsers and databases
- B. Evaluating sources
  1. Publication contexts
  2. Domain names and what they imply
  3. Sponsorship and advertisements

4. Authorship
5. Credibility, relevance, and recency
6. Peer review and fact-checking

Unit IV Synthesizing Research into Writing

- A. Avoiding plagiarism
- B. Direct quotation, paraphrase, and summary
- C. Quotes within quotes, ellipses, brackets, and “qtd. in”
- D. In-text citation
- E. Works Cited Page
- F. Introducing sources
- G. Attributive tags/signal phrases
- H. Selecting appropriate evidence
- I. Analysis of sources
- J. Extending, elaborating on, challenging, and refuting claims of others

Unit V Writing Essays (process and rhetorical mode essays, cumulatively totaling 6000 words)

- A. Writing process: prewriting, drafting, revision, editing, proofreading
- B. Application of various rhetorical modes, including argument
- C. Use of evidence to support claims
- D. Anticipation of opposing arguments
- E. Awareness of audience
- F. Use of appropriate tone for audience
- G. Use of content and form to achieve purpose
- H. Finding, evaluating, and selecting research
- I. Application of research to support thesis
- J. Written analysis of sources
- K. MLA format, in-text citation, and works cited page

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 9 hours per week outside of the regular class time: engaged in activities related to the course content, such as reviewing required study materials, completing required reading, preparing for quizzes and exercises, and composing essays and research paper.

Methods of Instruction:

1. Read, discuss, analyze, and classify essays and other types of written expression, paying particular attention to meaning, structure, and style.
2. Write compositions of varying length and complexity, illustrating principles discussed in analysis of reading and using reading assignments as models.
3. Discuss meanings and implications of words in context.
4. After lectures and study of techniques of library use, compile a works cited, select quotations, create paraphrases, find answers to specific research questions, and complete preparations for research paper.

5. Study the fundamentals of semantics and logic as they pertain to communication and evaluate specific examples of faulty reasoning found in texts, magazines, newspapers, and television.

Methods of Evaluation:

1. Substantial writing assignments, including:
  - a. essay exam(s)
  - b. reading report(s)
  - c. other paper(s) (6000 words formal writing)
  - d. research presentation
2. Computational or non-computational critical thinking demonstrations, including:
  - a. exam(s)
  - b. homework problems
  - c. quizzes
  - d. research paper
3. Composition Skill demonstrations, including:
  - a. class performance(s)
  - b. performance exam(s)