GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 11/30/2021

GCCCD Governing Board Approval: 12/14/2021

ENGLISH 120 – COLLEGE COMPOSITION AND READING

1. Course Number Course Title Semester Units

ENGL 120 College Composition and Reading 3

Semester Hours

3 hours lecture: 48-54 hours 96-108 outside-of-class hours 1 hour lab: 16-18 hours

160-180 total hours

2. Course Prerequisites

Appropriate placement in English 120.

Corequisite

None

Recommended Preparation

None

3. Catalog Description

This first semester transfer-level composition course is designed to develop critical reading and writing skills for academic inquiry across disciplines.  In this course, students will read, discuss, and analyze the choices authors make and the strategies they employ to influence how audiences think about the topics of a text. Students will be invited to explore culturally relevant texts representing diverse viewpoints. Based on analysis and evaluation of these texts, students will compose essays, documented research papers, and other types of writing for various purposes and audiences. This written work will demonstrate effective and logical expression of ideas, totaling at least 5000 words.

4. Course Objectives

a. Reading

The student will:

1. Read critically and analytically, identifying central arguments and lines of reasoning in a number of different kinds of texts, primarily non-fiction.
2. Read and analyze selections of significant culturally relevant literature representing diverse backgrounds and perspectives.
3. Distinguish specific rhetorical strategies writers employ to advance their arguments, taking into account purpose and audience.
4. Critically examine and analyze the historical, cultural, biographical, and political contexts wherein all writing takes place.
5. Locate and evaluate primary and secondary sources for depth, breadth, credibility, and relevance, for use in their own writing.
6. Identify, evaluate, and synthesize multiple points of view, noting how various perspectives inform, complicate, and/or build upon one another.

b. Writing

The student will:

1. Employ a variety of organizational patterns to support or advance central ideas.
2. Develop varied and flexible strategies for generating, drafting, and revising essays.
3. Make effective choices regarding point of view, tone, and voice in relation to audience and purpose.
4. Incorporate relevant research in response to a question, problem, or social justice issue, addressing diverse viewpoints.
5. Synthesize, integrate, and contextualize multiple outside sources (through quotations, paraphrasing, and summary) with their own voice, analysis, or position, while avoiding plagiarism in expository and argumentative papers, including an extended argument/research paper, using at least 5 or more sources.
6. Accurately format papers and cite sources,applying conventions such as MLA style.

c. Career Connections:

The student will:

1. Communicate the relationship between course skills and concepts and career goals,
2. Think critically about and hone the ability to develop creative solutions to real-world problems, and
3. Effectively analyze information as it relates to career and educational goals.

5. Instructional Facilities

Standard classroom.

6. Special Materials Required of Student

a. A collegiate dictionary (including free online versions).

b. Writing materials.

c. Access to a computer, the Internet, word processing program, and printer.

7. Course Content

a. Reading

College-level print and digital media texts, including:

1) Significant culturally relevant texts with an emphasis on non-fiction;

1. Topics that address the challenges and complexities of a variety of social, historical, cultural, or aesthetic perspectives;
2. Strategies for critically reading genre conventions, main arguments, author’s point of view, use of supporting evidence, purpose, tone, organization, Aristotelian appeals and strategies, literary devices, patterns of reasoning, inferences.
3. Use of metacognition to reflect on progress as a critical reader and thinker.

b. Writing

Expository and argumentative writing, both as outside assignments and as in-class writings (totaling at least 5000 words) including:

* 1. Techniques for pre-writing, idea generation, and metacognition to reflect on progress as a writer;
  2. Using academic inquiry in development of a working thesis; Preparing an organizational plan for a writing task based on the audience and purpose of an assignment,
  3. Writing for rhetorical effectiveness; using rhetorical strategies such as ethos, logos, and pathos to meet the demands of a particular audiences and purposes; using effective strategies to make Aristotelian appeals to meet the demands of a particular audiences and purposes;
  4. Use of appropriate vocabulary given the audience and purpose of the writing task;
  5. Summarizing, quoting, and paraphrasing; embedding source material given the conventions of the writing task;
  6. Revising, proofreading, and editing;

c. Academic Research and Documentation

Researched and documented writing - either in class or outside of class, including:

* 1. Sound research from a variety of sources, such as the library databases, the Internet, books and printed scholarly articles, and non-print sources such as audio-visual, interviews, site visits, and field studies;
  2. Evaluation and acknowledgement of source authority, credibility and relevance;
  3. Identification of potential biases and assumptions of the author;
  4. Synthesis and integration of multiple sources in an extended argument / research paper;
  5. Source documentation such as MLA style.

d.Career Connections:

Identification and connections to major or field of study including:

* 1. Consideration of the ways in which the course contributes to their academic development.
  2. Consideration of the ways in which the course contributes to their professional development with an emphasis placed on effective communication (both oral and written),
  3. Critical thinking about, and the ability to, develop creative solutions to real-world problems and effective analysis of information.

8. Method of Instruction

Instructors will consistently employ a variety of student-centered teaching methods), which address the diverse learning styles of students including:

a. Written and verbal feedback on drafts and revisions of in-class and out-of-class writing.

b. Research tasks as an ongoing component of writing academic essays.

c. A variety of student-centered, active learning methods such as:

1. lectures and demonstrations,
2. small group and whole class discussion,
3. journal writing and responses to literature
4. prewriting and idea generation activities,
5. multiple drafts,
6. writing exercises,
7. small group workshops,
8. peer review,
9. collaborative group assignments,
10. oral presentations,
11. student-teacher and student-student writing conferences,
12. audio-visual aids,
13. online discussion boards,
14. online and in person conferences,
15. regular announcements and updates via a Learning Management System.

9. Methods of Evaluating Student Performance

Students will receive regular and timely feedback on assignments using variety of formal and informal methods, both in and out of class, including:

1. Formative Assessments:
2. Quizzes on assigned readings.
3. Revisable timed essays.
4. Oral presentations (e.g., researching, individually or collaboratively, the work of a particular author and/or issue, and presenting a report to the class, giving source citations).
5. Low-stakes group activities, such as collaborative reflections and/or discussion facilitation.
6. Quizzes on assigned readings.
7. Collaborative assignments including peer review and analysis of own and other’s written work for content, organization, support, and development.
8. Metacognitive reflections, such a learning reflections and question captures.
9. Summative Assessments:
10. Rubrics and scoring guides may be used to provide feedback on student reading, critical thinking and writing performance.
11. Portfolios: Students may be evaluated based on a collection of, and reflection on their own growth and development as critical readers and academic writers over the course of the semester.
12. Timed essays (analysis of or response to a single or comparison of two texts completed in a single class session)
13. Exams, such as an in-class essay final.
14. Oral presentations (e.g., researching, individually or collaboratively, the work of a particular author, and presenting a report to the class, giving source citations).
15. Writing assignments (e.g. rhetorical analysis of or formal responses to a single text or multiple texts. These assignments may be completed in a learning management system on a discussion board, or as a standard written assignment submitted in class. Other writing assignments may take the form of periodic short-answer questions, journals, and/or critical literary analyses).
16. Research assignments (e.g. researching a theme, question, or social justice issue from multiple perspectives and writing a paper with source citations)
17. Collaborative assignments including peer review and analysis of own and other’s written work for content, organization, support, and development.
18. Contract grading which encourages students to adopt the practices of effective writers, is focused on the tasks of the writing process including self-reflection and revision, and which identifies the contracted number of assignments of specified quality that correspond to specific letter grades may be used.

10. Outside Class Assignments

Outside class assignments, may include, but are not limited to:

1. Research projects (e.g., researching a theme, question, or social justice issue from multiple perspectives and writing a paper with source citations);
2. Writing assignments (e.g., rhetorical analysis of or formal responses to a single text or multiple texts. These assignments may be completed in a learning management system on a discussion board, or as a standard written assignment submitted in class. Other writing assignments may take the form of periodic short-answer questions, journals, and/or critical analyses);
3. Reading and reading responses (assigned reading to be completed outside of class is standard);
4. Collaborative projects;
5. Text analysis in preparation for class discussion;
6. Analysis of one’s own and other's written work for content, organization, support and development;
7. Synthesis of information from texts to formulate an argument or reasoned response;
8. Analysis of audio-visual sources in order to make connections;
9. Evaluation of texts for relevance and credibility;
10. Career project;
11. Metacognitive journal.

11. Representative Texts

a. Representative Texts:

* 1. Axelrod, Rise B., Charles R. Cooper, and Ellen Carillo. *Reading Critically, Writing Well*. MacMillan, 2020.
  2. Graff, Gerald, Cathy Birkenstein, and Russell Durst, eds. *They Say /I Say with Readings.* W.W. Norton & Company, 2021.
  3. Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader* Macmillan, 2021.
  4. Lunsford, Andrea and Michael Brody, et.al. editors.  *Everyone's an Author with Readings.* Third Edition. W.W. Norton and Company, 2020.
  5. Lunsford, Andrea. *Let's Talk Rhetoric. A Pocket Rhetoric.* W. W. Norton and Company, 2021.

b. Supplementary Texts

* 1. *MLA Handbook for Writers of Research Papers*. Modern Language Association, 2021.
  2. Hacker, Diane, and Nancy Sommers. *A Writer’s Reference* Macmillan, 2021.
  3. The Purdue Owl Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2021, owl.english.purdue.edu/owl.

c. Recommended OER Texts

* 1. <https://docs.google.com/document/d/1heN5uW4AKp71J_3PTAhkIv892Qvk3mRBIXTS6A2p1Hc/edit?usp=sharing> *88 Open Essays.*
  2. <https://viva.pressbooks.pub/letsgetwriting> *Let's Get Writing!*
  3. <https://dspace.sunyconnect.suny.edu/handle/1951/71291> *Arguing Through Writing*
  4. <https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/Book%3A_How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills)>

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

a. Demonstrate knowledge of important rhetorical concepts such as audience, purpose, genre, and context.

b. Identify and analyze rhetorical and organizational strategies from a variety of texts and employ appropriate strategies to compose thesis-driven essays.

c. Construct logically developed essays that synthesize, integrate, and contextualize multiple outside source through quotations, paraphrasing, and summary) with their own voice, analysis, or position using appropriate documentation.