GROSSMONT COLLEGE

Official Course Outline

ENGLISH 110 – COLLEGE COMPOSITION

1. Course Number Course Title Semester Units Semester Hours

ENGL 110 College Composition 3 3 hours lecture: 48-54 hours

96-108 outside-of-class hours

144-162 total hours

2. Course Prerequisites

A “C” or higher or “Pass” in English 098 or equivalent or completion of the assessment process with appropriate score for entrance to English 110.

Corequisite

None

Recommended Preparation

None.

3. Catalog Description

English 110 is designed to prepare students for entry into English 120. Students will practice the writing process by composing essays with an emphasis on effective expression through the study of appropriate skills. Students will read critically, analyze, and evaluate expository, argumentative, and imaginative writing. By the end of the course, students will be able to write a position paper by using and acknowledging multiple sources.

4. Course Objectives

The student will:

a. Reading Objectives:

(1) Read critically, identifying the theses/claims and key supporting details in expository, argumentative, and imaginative writing.

(2) Identify rhetorical mode and essay structure as guides to understanding content development, taking into account purpose and audience.

(3) Evaluate the extent to which the evidence in sources is credible, representative, and relevant.

b. Writing Objectives:

(1) **Use strategies for topic invention and for planning before writing.**  **Edit and revise throughout the drafting process**.

(2) Compose clear, coherent essays controlled by thesis statements, supported with adequate details, and completed with appropriate conclusions.

(3) Choose effective organizational structure, diction, tone, sentence structure, and sentence variety.

(4) Apply strategies for producing in-class timed assignments.

(5) Develop thoughtful responses to a variety of expository, argumentative, and imaginative writing assignments while implementing different rhetorical modes.

(6) Conduct research in response to a question, problem, or issue and be able to synthesize information, draw conclusions, and incorporate evidence, documenting such evidence according to current MLA standards (with a Works Cited page and in-text parenthetical citations).

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5. Instructional Facilities

Standard classroom.

6. Special Materials Required of Student

a. A collegiate dictionary.

b. Writing materials

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

7. Course Content

a. Reading:

(1) Read a variety of college level texts.

(2) Recognize Theses/claims in expository, argumentative, and imaginative writings, emphasizing non-fiction texts.

(3) Practice how to examine the credibility and relevance of evidence in a variety of college level texts.

b. Writing:

(1) Write Expository and persuasive prose in at least five multi-paragraph essays, one of which will be the position paper that uses and cites multiple sources and applies the MLA format.

(2) The structure of a paragraph and the concepts of grammar as needed.

(3) Various rhetorical strategies, such as description, narration, process, definition, comparison-contrast, classification and division, cause and effect, and argument.

(4) A writing process (including inventing, composing, peer and self-evaluating, revising, and editing)

(5) Effective strategies for avoiding plagiarism and for properly crediting sources.

(6) The techniques of research.

(7) Words and their meanings to enlarge students’ active vocabulary and enable them to avoid cliché, jargon, colloquialism, and sexist or obscene language.

8. Method of Instruction

1. Assign and evaluate at least five multi-paragraph expository, argumentative, and imaginative essays including a position research paper using the MLA format to cite multiple sources. At least one of these essays will be a critical response to reading assignments. Each student will write at least 7,500 words of prose which will be evaluated by the instructor.
2. Return evaluated essays, research, and quizzes within a reasonable time with instructive feedback.
3. Employ a variety of teaching methods, such as lectures, journal writing, prewriting, multiple drafts, writing exercise, small group workshops, oral presentations, student-teacher responses, audio-visual aids, and online discussion boards.
4. Moderate discussions.
5. Facilitate collaborative learning (e.g., small group work, group presentations, peer review, and paired activities).
6. Discuss the techniques for critical reading, including the reading process.
7. Help students individually improve the techniques of composing and revising their work by any or all of the following methods:  monitoring the progress of preliminary drafts, supervising peer-group editing, having one-to-one conferences, and requiring revisions of completed essays.

9. Methods of Evaluating Student Performance

a. Student writings.

b. Quizzes and examinations.

c. Collaborative projects.

d. Journals

e. Portfolios.

f. Final in-class multi-paragraph essay.

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10. Outside Class Assignments

a. Read expository and argumentative prose and/or imaginative writing.

b. Write expository and argumentative persuasive essays.

c. Compose one position research paper using multiple sources and following MLA format

d. Read textbook assignments and/or handouts on rhetoric and answer questions about the reading selections.

e. Maintain journals or write other types of unstructured prose.

11. Texts

a. Sample texts:

(1) Ackley, Katherine Anne. *Perspectives on Contemporary Issues: Reading Across the Disciplines*. 7th ed. New York: Cengage Learning, 2015.

(2) Hosey, Sara, and Fran O’Connor. *Wide Awake: Thinking, Reading, and Writing Critically*. New York: Pearson, 2014.

(3) Jack, Jordynn, and Katie Pyral. *How Writing Works: A Guide to Composing Genres.* London: Oxford University Press, 2016.

(4) Lundsford, Andrea, Michal Brode, Lisa Ede, and Beverly J. Moss, et. al*. Everyone’s an Author with Readings*. New York: Norton, 2014.

(5) Mauk, John, and John Metz. *The Composition of Everyday Life: A Guide to Writing*. 5th ed. New York: Cengage Learning, 2016.

(6) Parfitt, Matthew. *Writing in Response*. 2nd ed. Boston: Bedford/St. Martin’s, 2016.

b. Supplementary texts and workbooks:

None.

Addendum: Student Learning Outcomes

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

a. Identify and analyze theses/claims and key supporting ideas by critically reading a variety of works, emphasizing college-level non-fiction texts.

b. Synthesize information, draw conclusions, and incorporate evidence in order to develop an informed perspective on a topic in at least one research-based assignment, using appropriate conventions of documentation.

c. Revise essays for content, organization, development, and/or structure and edit for sentence structure, usage, grammar, and mechanics.

Date approved by the Governing Board: December 11, 2018