

Cañada College
Official Course Outline

1. **COURSE ID:** ENGL 100 **TITLE:** Reading and Composition
Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester
Method of Grading: Letter Grade Only
Prerequisite: ENGL 836, or ENGL 847 or ESL 400, or Eligibility for ENGL 100 on approved college English Placement Test and other measures as necessary and READ 836, or ESL 400, with a minimum grade of C OR eligibility for 400-level Reading courses on approved college Reading Placement Test and other measures as necessary.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 Cañada GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A2:
 Written Communication Requirement
CSU GE:
 CSU GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A2 -
 Written Communication
IGETC:
 IGETC Area 1: ENGLISH COMMUNICATION: A: English Composition

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 An intensive reading and writing course based on the study of primarily non-fiction materials of culturally diverse writers. Course writing emphasizes the expository and the argumentative forms. Emphasis is placed on writing coherent, compelling essays demonstrating critical thinking skills and the basic elements of building a convincing argument.
Schedule of Classes Description
 Freshman Composition, reading primarily non-fiction materials and writing in the argumentative and expository forms, gives students the writing and reading skills they need to succeed in college courses.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Write a compelling thesis statement that controls the argument of the essay.
 - B. Draft a well-supported, argumentative, text-based essay.
 - C. Draft an essay that conforms to MLA formatting guidelines.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 - A. Plan a text-based essay with rough outline and draft based on a central thesis statement
 - B. Research and report information relevant to the essay topic, investigating a variety of media, and cite sources in MLA format
 - C. Critically assess assumptions, your own and those underlying the research materials, in various social, historical, cultural, psychological, or aesthetic contexts
 - D. Analyze and select information to support your thesis statement
 - E. Synthesize research and your own ideas to draft an effective argument
 - F. Distinguish between fact and opinion in evaluating source materials
 - G. Recognize common fallacies of logic which might weaken an argument
 - H. Write a clear, coherent, well-developed argumentative essay adhering to MLA format
 - I. Participate in class debates and discussions
 - J. Develop varied and flexible strategies for generating, drafting, and revising essays
 - K. Organize, research, and write a significant research paper, citing primary and secondary sources in MLA format. Based on a central thesis statement and critical thinking about the relevant issues

6. **COURSE CONTENT:**
Lecture Content:
 1. Read, analyze, evaluate texts and formulate a thesis statement for an essay in response to the text

2. Investigate media and research sources, and collect supporting or refuting information
3. Critically read research and text and analyze political, cultural, religious, and/or academic biases
4. Evaluate what information is a valid support for the thesis statement of an essay
5. Draft an argumentative essay based on one's point of view and research materials
6. Analyze the arguments presented and synthesize the material into a cohesive whole
7. Evaluate the logical fallacies and use or discard them to strengthen the essay's argument
8. Write an effective argumentative essay employing texts, research, and one's own critical thinking
9. Debate, discuss, and analyze issues with others in the class
10. Evaluate the merits of a topic or current issue and thoroughly investigate, report, and write a research-based essay based on texts, various sources, and critical thinking, adhering to MLA conventions

Lab Content:

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TBA Hours Content:

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Honors Content:

1. Read, analyze, evaluate texts and formulate a thesis statement for an essay in response to the text
2. Investigate media and research sources, and collect supporting or refuting information
3. Critically read research and text and analyze political, cultural, religious, and/or academic biases
4. Evaluate what information is a valid support for the thesis statement of an essay
5. Draft an argumentative essay based on one's point of view and research materials
6. Analyze the arguments presented and synthesize the material into a cohesive whole
7. Evaluate the logical fallacies and use or discard them to strengthen the essay's argument
8. Write an effective argumentative essay employing texts, research, and one's own critical thinking
9. Debate, discuss, and analyze issues with others in the class
10. Evaluate the merits of a topic or current issue and thoroughly investigate, report, and write a research-based essay based on texts, various sources, and critical thinking, adhering to MLA conventions

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Discussion

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. essays which represent 8,000 -10,000 words per semester
- B. 3 - 4 multiple-draft 3-5 page essays and 2 in-class essays
- C. an 8-10 page research paper
- D. multiple in-class writing assignments

Reading Assignments:

- A. 50-100 pages of dense prose per week in textbooks
- B. 50 pages per week of non-fiction books on current topics such as globalization or climate change
- C. reading quizzes

Other Outside Assignments:

- A. meeting with professor
- B. preparation for group presentation with group partners

To be Arranged Assignments (if applicable):

Not applicable.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Exams/Tests
- B. Oral Presentation
- C. Papers
- D. Research Projects

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Atwan, Robert. *Convergences*, ed. Boston, MA: Bedford, 2009
 - B. McCuen-Metherell. *Readings for Writers*, ed. Boston, MA: Wadsworth, 2010
 - C. Bradway, Becky. *Creating Nonfiction*, ed. Boston, MA : Bedford, 2009
 - D. Bloom, Lynn Z. *The Brief Arlington Reader*, ed. Boston, MA : Bedford, 2010
 - E. Salmon, Merrilee. *Introduction to Logic and Critical Thinking*, ed. Harcourt, 1994
 - F. Barnett, Sylvan. *Current Issues and Enduring Questions*, ed. Bedford-St.Martins, 2010
 - G. Rottenberg, Annette. *The Elements of Argument*, ed. Bedford-St.Martins, 2006
 - H. Chaffee, John. *Thinking Critically*, ed. Wadsworth, 2011
 - I. Barnett, Sylvan. *Current Issues and Enduring Questions*, ed. Bedford-St.Martins, 2010
 - J. Paul, Richard and Linda Elder. *Critical Thinking*, ed. Prentice Hall, 2002
- Other:
- A. Readings from the Web or other media sources selected by Instructor

Origination Date: March 2013

Curriculum Committee Approval Date: May 2013

Effective Term: Fall 2013

Course Originator: Elizabeth Terzakis