

1. TITLE: English 105
Course Title: Intensive Composition
Units: 4.0 units
Hours: 5.0 class hours per week

2. COURSE CLASSIFICATION: Credit course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog Description: Course designed to help the student recognize and critically evaluate important ideas in short and book length texts, and express facts and thought logically and gracefully in clear and correct prose. Extra class hours are devoted to specific reading and writing problems. Students will write critical expository essays dealing with a variety of ideas at a skill level appropriate to a college transfer level class. Transfer credit: UC; CSU (A2, 3).

Schedule of Classes Description:

WRITING PREREQUISITE: ENGL 836 or ENGL 846, or ESOL 400 with a C or better, or eligibility for ENGL 100 on approved college placement tests and other measures as necessary.
READING PREREQUISITE: READ 836, with Credit or a grade of C or better or ENGL 846 with a grade of C or better, or ESOL 400 with a grade of C or better, or eligibility for 400-level Reading courses on approved college reading placement test, and other measures as necessary. Writing practice based on a study of the form and content of the essay. Plus one hr/wk by arrangement.

4. COURSE JUSTIFICATION:

Applicable to the Associate's degree. Partially satisfies Specific Area E2 requirement, General Education Requirements 4A, and courses required for the English major. Transferable to CSU in General Education Areas A2 and A3. Transferable to UC and IGETC Area 1A.

5. STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of the course, students will be able to:

- **Overall essay unity/thesis:** Write sharply focused, coherent, and well developed essays appropriate to the transfer level that supports a self-generated thesis, and demonstrate, in addition to competence in standard English grammar and usage, a command of a variety of organizational strategies appropriate for academic audiences and reflect an informed commitment to conventions of academic discourse.
- **Critical reading/writing/thinking:** Demonstrate critical reading, writing, thinking and research skills in the development of analytical and evaluative responses to important ideas and arguments from multiple points of view.
- **Metacognition:** Demonstrate self-critical awareness of their own writing strategies and competencies as they continue to perceive themselves as improved writers, thinkers and student scholars engaged in academic discourse in cross-disciplinary contexts.

SPECIFIC INSTRUCTIONAL OBJECTIVES:

During the course, students will be asked to:

A. Develop critical reading skills as they apply to the analysis of college-level texts from diverse cultural sources and perspectives:

1. Analyze, interpret, and evaluate a range of college level texts of which two must be book length. At least one of the two books must be non-fiction at the college freshman level or above.
2. Differentiate fact from opinion in critical and scholarly works.
3. Detect prejudice and recognize the tone used by an author.
4. Introduce deductive and inductive reasoning.
5. Distinguish between and use both denotative and connotative aspects of language.
6. Introduce sound inferences from data given in a variety of forms.
7. Identify some common formal and informal fallacies of language and thought.
8. Identify and analyze structure of arguments from the critical materials read and its various interpretations and support.
9. Identify assumptions and their effect on shaping interpretations.

B. Develop critical writing skills as they apply to the written analysis of college-level texts from diverse cultural sources and perspectives:

1. Create text-based essays which employ writing strategies that emphasize writing tasks such as causal analysis, advocacy of idea, persuasion, evaluation, refutation, interpretation, comparison/contrast, and definition. Essays should be at least 4 to 5 pages in length, which cumulatively add up to 8,000-10,000 words.
2. In their essays, students will be expected to:
 - a) use the various stages of the writing process to develop interpretations, analyses, and evaluations of the texts read;
 - b) establish and state clearly a unifying claim or thesis;
 - c) construct sound arguments in support of claims;
 - d) organize essays which support and develop ideas;
 - e) avoid logical fallacies in the presentation of arguments;

- f) select relevant examples, details, and other evidence from the texts read to support claims;
 - g) anticipate and refute possible objections to claims and arguments;
 - h) continue to develop greater sophistication in using precise diction, writing varied and complex sentences, organizing coherent paragraphs, and writing for a specific audience.
3. Conduct research which illuminates a given text and which uses effectively quotations, paraphrase and appropriate documentation.
 - a) Practice academic integrity and avoid plagiarism.
 4. Use self-evaluation exercises to increase awareness of one's own thinking and learning processes.

C. Develop general critical thinking skills as they apply to analytical discourse:

1. Identify and evaluate the unstated premises and hidden assumptions in public discourse including social, historical, cultural, psychological, and/or gender-based contexts from which they arise.
2. Identify and evaluate the pattern of reasoning present in argument and related critical evaluation, including both induction and deduction.
3. Distinguish between fact, inference, and judgment, recognizing that different reasonable inferences and judgments can be derived from the same facts present in critical commentary and public discourse.
4. Recognize intentions, biases, assumptions, inferences, judgments, and fallacies present in a given argument.

COURSE CONTENT

Course content may include:

- I. Reading strategies.
 - A. Analytical discussion of readings
 - B. Study of analytical and argumentative modes
 - C. Readings which reflect cultural, gender, and ideological diversities.
 - D. Distinguish between fact vs. opinion and varying assumptions presented.
 - E. Identification of main idea, author's voice, point of view and veracity of examples.
 - F. Identification of common fallacies.
 - G. Small group discussion and group projects in order to enhance a more comprehensive, critical examination of a given issue.
- II. Writing strategies through the practice of written compositions

- A. Freewriting, outlining, idea development exercises
 - B. Instruction in sentence correctness and development
 - C. Instruction in organizational formats and strategies.
 - D. Use of analytical and argumentative modes to examine an issue. This includes effective use of examples, claims, and counterargument.
 - E. Critical examination of topics such as government, freedom, justice, equality, wealth, the mind, nature, culture, faith, myths, education, work, the immigrant experience, cultural identity, race, class, and gender.
 - F. Use of in class essays, exams, reaction papers, journals.
- III. Editing and revision techniques and practices
- A. Peer editing of written work
 - B. Self-evaluation of written work
 - C. Rewriting, polishing to final draft.
- IV. Research Methods
- A. Library research and evaluation
 - B. Internet research and evaluation
 - C. Documentation Styles

REPRESENTATIVE METHODS OF INSTRUCTION:

- A. Methods of instruction may include lecture, demonstration/ modeling, and discussion including small group work, computer work, in -class writings, conferences, powerpoint and video.
- B. Create essays at least 4-5 pages in length, as well as other writings including but not limited to drafts, reaction papers, journals, study questions which cumulatively add up to 8,000-10,000 words.
- C. Assignments are non-fiction, analytical and/or argumentative, text-based which reflects contemporary/philosophical concerns.

ASSIGNMENTS:

Examples of possible assignments include:

From a reading, come up with a thesis that articulates one of the issues the author presents. Write an introduction in several paragraphs which establishes both the tone of the essay, and the context/ background of the subject to be discussed. In subsequent paragraphs, discuss thesis using examples from inside and outside the text.

Write an essay developing a thesis that explains a social or political trend or movement. In the essay, support the thesis, and show reasons why the trend/movement exists and its effects. Use examples from class readings, observations and material from outside sources. Use appropriate citation form.

Write an essay about a social or political issue in which there are two well-defined sides, each having a valid point of view. Establish a point of view clearly in the thesis and construct an essay which defends the thesis. Offer a solution, or a new way of looking at the problem, keeping in mind short and long term repercussions of the solution, its feasibility and the possible ethical

consequences. Also include one or several counterarguments which present both an opponent's concern, along with a comprehensive refutation.

EVALUATION OF STUDENT PERFORMANCE:

Multiple methods of evaluating and measuring student performance will be used to arrive at letter grade including but not limited to, rubrics and holistic grading. Evaluation of student includes quality and originality of his/her writing assignments, clarity of ideas, correct use of academic conventions and syntax. Quality of participation also may be a part of the total grade.

RECOMMENDED or REQUIRED TEXT(S):

Fitzgerald, F. Scott. The Great Gatsby. New York: Penguin, 2007.

Rose, Mike. Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educationally Underprepared. New York: Penguin, 2005.

Steele, Shelby. The Content of Our Character: A New Vision of Race in America. New York: Harper Perennial-Harper Collins, 1998.

Thoreau, Henry David. On the Duty of Civil Disobedience. Champaign, IL: Book Jungle, 2007.

Supplemental texts:

Readers/anthologies

Behrens/Rosen	<i>Writing and Reading Across the Curriculum</i>
Barnet & Bedau	<i>Current Issues and Enduring Questions</i>
Columbo/Cullen/Lisle	<i>Rereading America</i>
Morales, Aurora Levins	<i>Getting Home Alive</i>

Peterson/Brereton	<i>The Norton Reader</i>
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Non-fiction

Allen, Paula Gunn	<i>The Sacred Hoop</i>
Barlett and Steele. <i>America:</i>	<i>Who Stole the Dream?</i>
Blumenfeld, Warren J.	<i>Homophobia: How We All Pay the Price</i>
Carnegie, Andrew	<i>The Gospel of Wealth</i>
Coontz, Stephanie	<i>The Way We Never Were: American Families and the Nostalgia Trap</i>
Cose, Ellis	<i>The Rage of the Privileged Class</i>
Douglass, Frederick	<i>Narrative Life of Frederick Douglass</i>
Galbraith, John Kenneth	<i>The Affluent Society</i>
Gillis, John.	<i>A World of Their Own Making</i>
hooks, bell.	<i>Outlaw Culture: Resisting Representations</i>
Kane, Joe	<i>Savages</i>
King, Jr. Martin Luther	<i>Letter from Birmingham Jail</i>
Kozol, Jonathan	<i>Rachel and Her Children</i>

Marcus, Eric	<i>Making History: The Struggle for Gay and Lesbian Rights</i>
Parrillo, Vincent.	<i>Strangers to These Shores: Race and Ethnic Relations in the U.S.</i>
Reich, Robert.	<i>The Work of Nations</i>
Prejean, Sister Helen	<i>Dead Man Walking</i>
Rodriguez, Richard	<i>Hunger for Memory</i>
Rothenberg, Paula S.	<i>Race, Class, and Gender in the United States</i>
Sadker, D. & Myra Sadker	<i>Failing at Fairness: How America's Schools Cheat Girls</i>
Sidel, Ruth.	<i>On Her Own</i>
Silko, Leslie Marmon	<i>Yellow Woman and a Beauty of the Spirit</i>
Sizer, Theodore	<i>Compromise</i>
Smith, Adam	<i>Wealth of Nations</i>
Steele, Shelby	<i>The Content of Our Character: A New Vision of Race in America</i>
Takaki, Ronald	<i>A Different Mirror: A History of Multicultural America</i>
Terkel, Studs	<i>American Dreams: Lost and Found</i>
Trask, Haunani-Kay	<i>The American Indian and the Problem of History</i>
Wood, George.	<i>Schools That Work</i>
X, Malcolm	<i>The Autobiography of Malcolm X</i>

Fiction (Limit to one selection)

Alvarez, Julia	<i>In The Time of Butterflies</i>
Atwood, Margaret	<i>The Handmaid's Tale</i>
Bambara, Toni Cade.	<i>Gorilla, My Love</i>
Chan, Sucheng.	<i>Making Waves</i> (Short stories by. Asian women).
Cofer, Judith Ortiz.	<i>The Latin Deli</i>
Erdrich, Louise	<i>Love Medicine</i>
Fitzgerald, F. Scott	<i>Great Gatsby</i>
Gaines, Ernest	<i>A Lesson Before Dying</i>
Hughes, Langston	<i>Let America Be America Again</i>
Hurston, Zora Neal	<i>Their Eyes Were Watching God</i>
Kingston, Maxine Hong.	<i>Woman Warrior: Memoirs of a Girlhood Among Ghosts</i>
O'Brien, Tim	<i>Things They Carried</i>
Soto, Gary	<i>Living Up the Street</i>