

# Skyline College

## Official Course Outline

Date: April 2007

### 1. TITLE:

English 100 -- Composition

3.0 units; Three lecture hours and one lab hour by arrangement per week.

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.

### 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. 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 support 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.
- Critical reading/writing/thinking: Utilize developed research skills which include gathering and evaluating sources and applying conventions of documentation.
- 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.

## 6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

**During the course, students will be asked to:**

### **A. Develop critical reading skills as they apply to the analysis of expository 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. Selected texts are used as models of composition for the student.
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 and supporting evidence.
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 at least 4-5 pages in length which cumulatively add up to 8,000-10,000 words (35-40 pages) and which employ writing strategies that emphasize writing tasks such as argumentation, causal analysis, advocacy of idea, persuasion, evaluation, refutation, interpretation, comparison/contrast, and definition. Twenty to 30% of writing should be in-class essays (such as in-class midterms and final essay exams).
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.

**7. COURSE CONTENT**

Course content may include:

**I. Reading/critical thinking 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

## 8. REPRESENTATIVE METHODS OF INSTRUCTION:

- A. A variety of methods will be used, including but not limited to, lecture and discussion, demonstration/ modeling, small group work, individual work with the instructor, computer work, in -class writings, conferences, research project, technology-mediated instruction, and exams.
- B. Create text-based essays at least 4-5 pages in length which cumulatively add up to 8,000-10,000 words (35-40 pages) and which employ writing strategies that emphasize writing tasks such as argumentation, causal analysis, advocacy of idea, persuasion, evaluation, refutation, interpretation, comparison/contrast, and definition. 20-30% should be in-class essays (such as in-class midterms and final essay exams).
- C. Assign other writings which are non-fiction, analytical and/or argumentative, text-based and which reflect contemporary/philosophical concerns.

## 9. ASSIGNMENTS:

Examples of possible assignments include:

### **Reading Journals/Reaction Papers:**

Teachers assign reading journals to help the student read actively. An active reader engages himself/herself in the material, thinking, questioning and reflecting on the ideas, and making connections between the ideas of the text and his/her own experience.

- A journal entry or reaction paper can be based on responses to questions posed about an assigned reading. Questions can be 1) suggested by the instructor, or, 2) created by the student. Questions should be designed so that it produces independent lengthy responses (at least one paragraph), rather than short answers.
- Journals/reaction papers can also include students thoughts and freewrites on an idea or concept suggested by class content and/or assigned reading.
- Journals can be used as a means for instructors to dialog with students or for students to dialog with each other.

### **Essay topics:**

- **Essay Topic 1:** In a 4-5 page essay, address the following: Select a social or political trend or movement that affects our society today. Show reasons why the trend/movement exists and its effects on the public. Use examples from class readings, observations and material from outside sources. Use appropriate citation form.
- **Essay Topic 2:** In a 4-5 page essay, address the following: Select a social or political issue that has two well-defined sides, each having a valid point of view. Establish your 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. Use class readings, other materials to strengthen support and use appropriate citation form.

### **Proofreading, organizational and editing skills:**

- Sentence combining in more complex form, grammar practice as needed, in context of writing.
- Practice/review in placing quotes, statistics and paraphrasing into context of writing.
- Creating complex outlines appropriate for the assigned papers.
- Collaborative group work to edit and proofread peer writing.
- Online, CD and lab supplemental exercises.

## 10. EVALUATION OF STUDENT PERFORMANCE:

English 100 is a letter-graded course.

Letter grade will be based on:

- Essays: Organized, coherent, unified essays the majority of which will be text-based and written both in class and outside of class.
- Journals: Written responses to readings and class discussions.
- Oral Participation: Active participation in class discussions demonstrating understanding of and response to the reading. Also can include group or individual oral presentations.
- Quizzes: Adequate comprehension of material.
- Homework: Completed assignments focusing on particular English writing skills, such as freewriting, brainstorming, outlining, answering guided questions, organizing information into charts, scaffolding research assignments and evaluating sources.
- Final Exam: Demonstrated competence in text-based essay writing, using standard English.

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.

## 11. 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>                         |

#### 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 of 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>                              |