

## COURSE OUTLINE

Revision: Tim Walsh, April 2008

DEPARTMENT:	Academic Programs
CURRICULUM:	English
COURSE TITLE:	English Composition I
COURSE NUMBER:	ENGL& 101
TYPE OF COURSE:	College Transfer
Special Requirement Met:	Composition
AREA(S) OF KNOWLEDGE:	None
COURSE LENGTH:	1 quarter
CREDIT HOURS:	5
LECTURE HOURS:	55
LAB HOURS:	0
CLASS SIZE:	28
PREREQUISITES:	Appropriate placement testing or ENGL 098 (College Preparatory Writing IV) with a 2.0 or higher and pass on the Portfolio.

## COURSE DESCRIPTION:

An introduction to the nature of the writing process in its various stages: gathering, shaping, establishing audience, revising, proofreading, and editing. Writing assignments will concentrate on the major strategies of non-fiction prose, with subject matter drawn from first-hand experience, observation, and multiple texts.

ENGL& 101 English Composition  
April 2008

#### STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listed actively to learn and communicate. Speak and write effectively for personal, academic and workplace purposes. Access, evaluate and use information from a variety of sources
2. Human Relations - Use social interactive skills to work in groups effectively.
3. Critical Thinking – Think critically and act logically in evaluating information, solving problems and making decisions.
4. Information Literacy – Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

#### COURSE OBJECTIVES:

At the end of the course the student will:

1. Write using several strategies to support an implied or directly stated thesis.
2. Write from personal experience and observation.
3. Understand and use a writing process that includes multiple drafts, peer review and revision.
4. Write with a purpose and audience in mind.
5. Improve writing through teamwork, peer review and formal discussion.
6. Refine punctuation, grammar, and spelling skills.
7. Develop an individual style and voice.
8. Read various texts critically and analytically.
9. Write about and respond to various texts.

#### DETAILED COURSE OUTLINE:

(Arranged topically, not chronologically)

- I. Readiness and free writing
  - a. Do several free writings in class and outside class.
  - b. Develop fluency and reduce fear of correction.
  - c. Find one's own voice
  - d. Write about one's own experience and to value it.
  - e. List and discuss the qualities of "good" writing
  - f. Develop criteria for judging writing
  - g. Experience working and discussing in groups
- II. Writing as a process:
  - a. Learn the techniques of pre-writing and the sense of writing as a process
  - b. Select substantial topics that fit the assigned task.
- III. Establish an audience
  - a. Write and revise multiple drafts with that audience in mind
- IV. Use teamwork

ENGL& 101 English Composition  
April 2008

DETAILED COURSE OUTLINE: (cont.)

- a. Develop ideas through small group discussions
  - b. Test written work by peer review, discussion, and feedback
  - c. Learn to give feedback constructively
- V. Thesis statements:
  - a. Write thesis statements that are limited and focused
  - b. Distinguish between an implied and a directly-stated thesis statement
- VI. Use several writing strategies to support an implied or directly-stated thesis statement
  - a. Use personal experience and observation to relate an event or to address a problem or question at issue
  - b. Organize effectively to suit the purpose
  - c. Use concrete, specific, precise language
  - d. Develop and assert an individual style and voice
- VII. Editing and proofreading
  - a. Learn and apply editing and proofreading techniques
  - b. Apply punctuation, grammar, and spelling conventions
- VIII. Reading, annotating and analyzing text:
  - a. Read a variety of essays
    - i. Read each more than once, for the experience, for understanding, and for analysis
    - ii. Annotate objectively and subjectively using a prescribed procedure
    - iii. Recognize or infer the thesis statement
    - iv. Recognize support for the thesis statement
  - b. Identify writing strategies, structure, coherence devices
  - c. Identify the author's purpose, assumptions, tone, style, diction
- IX. Response
  - a. Respond to text affectively and critically
    - i. Share first impressions, questions
    - ii. Relate the text to personal experience
    - iii. Relate the text to various sources
  - b. Respond to the thoughts of others constructively
    - i. With dignity and respect, affirm or refute the ideas of others

REVISED BY: Tim Walsh  
DATE: April 2008

ENGL& 101 English Composition  
April 2008

SLO #	Included in Course Objective Number	SSCC Student Learning Outcomes
SLO 1.1	8	Communication - Read and listen actively
SLO 1.2	1 – 7, 9	Communication - Speak and write effectively
SLO 2.1		Computation - Use mathematical operations
SLO 2.2		Computation - Apply quantitative skills
SLO 2.3		Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills
SLO 3.1	5	Human Relations - Use social interactive skills to work in groups effectively
SLO 3.2		Human Relations - Recognize the diversity of cultural influences and values
SLO 4.1	1 - 9	Critical Thinking and Problem Solving -
SLO 5.1		Technology - Select and use appropriate technological tools
SLO 6.1		Personal Responsibility - Be motivated and able to continue learning and adapt to change
SLO 6.2		Personal Responsibility - Value one's own skills, abilities, ideas and art
SLO 6.3		Personal Responsibility - Take pride in one's work
SLO 6.4		Personal Responsibility - Manage personal health and safety
SLO 6.5		Personal Responsibility - Be aware of civic and environmental issues
SLO 7.1		Information Literacy - Access and evaluate information
SLO 7.2	1 - 9	Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

PREPARED BY: Robert Dela-Cruz  
DATE: April 2008