

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No. III.1 (a)
New Business Agenda Item No.

Office of Academic Affairs

SUBJECT: Curriculum – English 1A

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board approve a curriculum change to English 1A English Composition.

Background:

This action item was tabled by the Board at the April 11, 2017 meeting. The board requested additional information on the proposed course's impact on students, fiscal impact, and impact on faculty load.


Budgetary Implications:

None.


Follow Up/Outcome:

Gavilan College English faculty recommended that the department's ENGL 1A course be increased from 3 to 4 units. This recommendation and subsequent curriculum change was approved by the Curriculum Committee on March 27, 2017. Per Trustees' request, information about the changes will be presented by English Department faculty and the Dean.

Recommended By: Dr. Kathleen Rose, Superintendent/President

Prepared By: 
Dr. Michele M. Bresso, Vice President of Academic Affairs

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

APPROVED BY THE BOARD OF TRUSTEES
DATE 5/9/17


COURSE OUTLINE

COURSE: ENGL 1A

DIVISION: 10

ALSO LISTED AS:

TERM EFFECTIVE: Fall 2017

CURRICULUM APPROVAL DATE: _____

SHORT TITLE: Composition

LONG TITLE: Composition

| <u>Units</u> | <u>Number of Weeks</u> | <u>Type: Contact Hours/Week</u> | <u>Total Contact Hours</u> |
|--------------|------------------------|---------------------------------|----------------------------|
| 4 | 15 | Lecture: 4 | 60 |
| | | Lab: 0 | |
| | | Other: 0 | |
| | | Total: 4 | |

COURSE DESCRIPTION:

English 1A is a composition course which focuses on the development and application of the academic writing process. Students read and assess models of expository, analytical, and argumentative prose to learn techniques of effective writing. Students practice strategies for planning, drafting, sharing, and revising essays in a variety of rhetorical modes. Students apply critical reading skills to the evaluation of source material in the development of a thesis-driven, research-supported essay. To create the research essay, students apply techniques in organizing, developing, and crafting prose which supports their arguments and balances outside sources with their own voices as writers.

PREREQUISITE: English 250 and English 260 or equivalent with grade of 'C' or better or satisfactory score on the English placement examination.

PREREQUISITES:

(Completion of ENGL 250, as UG, with a grade of C or better.
 AND Completion of ENGL 260, as UG, with a grade of C or better.) OR
 (Completion of ENGL 250, as UG, with a grade of C or better.
 AND Score of 22 on CTEP Reading)
 OR
 (Completion of ENGL 260, as UG, with a grade of C or better.
 AND Score of 22 on CTEP Writing)

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Barley

STUDENT LEARNING OUTCOMES:

(1) Apply analytical reading strategies, such as summarizing, annotating, inferring, paraphrasing, synthesizing, and responding to texts, including identifying and evaluating the author's thesis, methods of support, audience, tone, and recognize bias

Measure: Out-of-class essays (such as analytical essay or rhetorical analysis), in-class essay exams, reader-response journals, directed in-class writing, infographics, and/or Annotated Bibliography/Works Cited.

PLO: 1, 2, 3, 4, 5

ILO: 1, 2, 3, 4, 5, 6

GE-LO: A1, A2, A3, A4, A5, A6, A, C1, C2, C3, C4, C6, C7

Year Assessed: 2016

(2) Utilize readings from texts, recognize effective rhetorical appeals and strategies for specific audiences and purposes; integrate key passages, quotes, and summary from readings as support for a variety of writing tasks, such as expository writing, sustained analytical essays, timed essay exams, and/or research writing.

Measure: Out-of-class essays (such as an expository essay, analytical essay, rhetorical analysis, and/or research paper). Other measures may include in-class essay exams, reader-response journals, and/or reading quizzes.

PLO: 1, 2, 3, 4, 5

ILO: 1, 2, 3, 4, 5, 6

GE-LO: A3, A4, A5, C1, C2, C3, C4

Year Assessed: 2016

(3) Compose a variety of thesis-driven expository and analytical essays that use the readings as models; show an awareness of and write according to rhetorical features, such as purpose, audience, unity, coherence, emphasis, and rhetorical appeals; and apply the conventions of standard English as stylistically appropriate, demonstrating college-level use of the language, as well as clarity and grammatical proficiency in writing.

Measure: Out-of-class essays and research paper. Other measures may include in-class essay exams.

PLO: 1, 2, 3, 4, 5

ILO: 1, 2, 3, 5, 6

GE-LO: A3, A4, A7, A8, A9, C1, C2, C3, C4

Year Assessed: 2016

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OR

(Completion of ENGL 250, as UG, with a grade of C or better.
AND Completion of SSCI 270A, as UG, with a grade of C or better.) OR
(Completion of ENGL 250, as UG, with a grade of C or better.
AND Completion of SSCI 270B, as UG, with a grade of C or better.) OR
(Completion of SSCI 270A, as UG, with a grade of C or better.
AND Score of 22 on CTEP Writing)

OR

(Completion of SSCI 270B, as UG, with a grade of C or better.
AND Score of 22 on CTEP Writing)

OR

(Score of 22 on CTEP Reading
AND Score of 22 on CTEP Writing)

OR

(Completion of ENGL 250P, as UG, with a grade of C or better.
AND Completion of ENGL 260P, as UG, with a grade of C or better.) OR
(Score of 3350 on Accuplacer English Reading
AND Completion of ENGL 250, as UG, with a grade of C or better.) OR
(Score of 1450 on Accuplacer English Writing
AND Completion of ENGL 260, as UG, with a grade of C or better.) OR
(Score of 1450 on Accuplacer English Writing
AND Completion of SSCI 270A, as UG, with a grade of C or better.) OR
(Score of 1450 on Accuplacer English Writing
AND Completion of SSCI 270B, as UG, with a grade of C or better.) OR
(Score of 1450 on Accuplacer English Writing
AND Score of 3350 on Accuplacer English Reading)

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

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(4) Recognize and practice steps in the writing process (prewriting, organizing, developing, composing, revising, editing, and peer reviewing). Transfer and repurpose acquired writing process skills and information to tackle new writing challenges within and beyond English 1A.

Measure: Out-of-class essays, in-class essay exams, directed in-class writing, and/or peer review workshops.

PLO: 4, 5

ILO: 1, 2, 3, 4, 5, 6

GE-LO: A3, A4, A5, A7, C1, C2, C3, C4

Year Assessed: 2016

(5) Plan and construct an original research project through developing a hypothesis, synthesizing information, constructing an argument, and applying research techniques, such as locating, evaluating and summarizing sources, and integrating research findings into an MLA formatted annotated works cited and research essay.

Measure: Research proposal, Annotated Bibliography/Works Cited, research essay (8-10 pages with a minimum of five sources). Other measures may include visual organization and synthesis of research findings, seminar, and/or presentation.

PLO: 1, 2, 3, 4, 5

ILO: 1, 2, 3, 4, 5, 6

GE-LO: A3, A4, A5, A7, A8, A9, C1, C2, C3, C4, C6, C7

Year Assessed: 2016

PROGRAM LEARNING OUTCOMES:

1. Examine a variety of expository and literary texts and demonstrate in writing or speech the comprehension, analysis, and interpretation of those texts;
2. Compose a variety of literary and expository texts for a variety of purposes and audiences, applying the conventions of standard English as stylistically appropriate;
3. Recognize and discuss the social, cultural, theoretical, and historical contexts of text written in the English language and tradition;
4. Analyze and interpret texts written in English, formulating theses and defending the thesis with appropriate support in a sustained argument;
5. Develop a vocabulary of literary terms, theories, and critical methods for interpreting texts.

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CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

3 HOURS

CONTENT: Introduction to the course and its goals, particularly the importance of strong writing skills—including formatting and assignment guidelines and ethics for college-level writing and classroom etiquette.

ASSIGNMENTS: Review of syllabus, class discussion and/or lecture, diagnostic essay, MLA lecture and/or quiz, and/or assigned instructional readings with lecture.

STUDENT PERFORMANCE OBJECTIVES: To become familiar with the requirements and expectations of the course.

7 HOURS

CONTENT: Learn and practice summarizing and paraphrasing college-level essays, including deciphering main ideas and supporting points; apply inference; synthesize content and ideas from various readings; recognize and analyze bias; individually, with partners, and/or in small groups, examine college-level essays and research articles, discussing and identifying main ideas and supporting points and composing paraphrases and summaries of reading texts using own words; construct, propose, and evaluate validity of inferences based on texts in writing and during small group and whole class discussions; utilize graphic organizers and other strategies to synthesize content and ideas from multiple readings, especially works in support of the research paper.

ASSIGNMENTS: Read and annotate various college-level texts, take notes on reading assignments. Other assignments may include responses to reading journal prompts and/or reading comprehension questions, reader-response journals, out-of class essays (analytical essay and/or rhetorical analysis), in-class essay exams, gathering and evaluating research, and/or summaries and paraphrases for Annotated Bibliography/Works Cited.

STUDENT PERFORMANCE OBJECTIVES: Decipher, explain, and paraphrase main ideas and supporting points; practice utilizing tools for reading comprehension; create an effective summary; respond effectively in writing to college-level reading texts; construct inferences from reading texts; formulate synthesis of multiple reading texts; decipher bias; gain communication and interaction skills

8 HOURS

CONTENT: Introduction to and practice of effective reading and response to reading strategies with a college-level, book-length work; learn and employ note taking strategies, such as annotation, graphic organizers, seminar worksheets, and/or golden lines; recognize and practice reading for a purpose; read a full-length text (either fiction or non-fiction) and discuss in small

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Reading

and large groups, working to build a community of readers by sharing metacognitive conversations and personal reading strategies; practice critical reading and thinking skills including synthesis and analysis; utilize research skills to enhance reading comprehension; analyze for rhetorical or literary devices appropriate to text, such as tone, mood, bias, figurative language, and/or symbolism; analyze the reading as a piece of writing, recognizing the various rhetorical strategies employed by the writer and practice using said strategies in own writing.

ASSIGNMENTS: Read and annotate a book-length text. Other assignments may include class discussion, group activities, reader-response journals, reading quizzes, directed in-class writing, in-class essay exam(s), out-of-class essays, and/or research paper.

STUDENT PERFORMANCE OBJECTIVES: Learn and practice utilizing tools for reading comprehension of a book-length text; employ effective use of annotation skills; respond effectively in writing to college-level reading texts; create a reading community; recognize purpose when reading college-level texts; conduct outside research to enhance contextual comprehension; practice rhetorical reading strategies and examine the text in order to better understand the connection between reading and writing at the college level; read with the intent to write, such as pulling passages in order to defend a thesis.

5 HOURS

CONTENT: Introduction to rhetorical appeals and strategies for specific audiences and purposes; identify and evaluate the rhetorical choices writers make to produce a text; concisely and accurately explain and critique information and ideas from readings; use information obtained from readings as context and support for individual writing purposes; understand and evaluate various patterns of development aimed at specific audiences and for specific purposes, such as narration, description, exemplification, compare and contrast, process analysis, cause and effect, definition, classification and division; devise strategies for effective appeals to specific audiences and for specific purposes.

ASSIGNMENTS: Class discussion and/or lecture, reading selections from an anthology, out-of-class essays, reader-response journals, reading quizzes, in-class essay exams, and/or research paper.

STUDENT PERFORMANCE OBJECTIVES: Differentiate between and analyze the effectiveness of different patterns of development for specific audiences and purposes. Practice responding to and evaluating rhetorical choices that writers make. Demonstrate critical thinking when responding to and critiquing the information from assigned readings with the ability to use deduced information as support and/or context for individual writing purposes.

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6 HOURS

CONTENT: Introduction to the parts of the essay and essay development, such as strong/weak thesis statements, introductions, body paragraphs, and conclusions; utilizing a writing approach that takes into account rhetorical features, such as purpose, audience, unity, coherence, emphasis, and rhetorical appeals; use assigned readings as models for individual writing strategies; provide appropriate context for a strong thesis statement that is supported with sufficient evidence and/or explanation that leads smoothly toward a concluding final point or synthesis of ideas; introduction to college-level use of English; demonstrate clarity, style, and grammatical proficiency in writing; cite in MLA format.

ASSIGNMENTS: Out-of-class essays and research paper. Other assignments may include class discussion and/or lecture, reading selections from an anthology, group activities, directed in-class writing, reader-response journals, and/or in-class essay exams.

STUDENT PERFORMANCE OBJECTIVES: Apply this knowledge of essay structure when writing essays, specifically utilizing rhetorical features as appropriate as well as demonstrating college-level use of the English language in addition to clarity and grammatical proficiency. Practice MLA format for citation.

8 HOURS

CONTENT: Introduction to and repeated practice in the writing process, with the goal of finding the method(s) that best suit individual needs and/or writing situations; introduction to reading essay prompts and understanding assignment/prompt requirements; demonstrate an understanding of brainstorming and prewriting methodologies, such as discussion, directed writing and/or freewriting, using active evaluation to build upon or assert a relationship between generated ideas while moving in the direction of a tentative thesis statement; exploration of various organizational strategies, such as mapping and outlining, showing a awareness in effective climatic ordering of ideas that lead from introduction to conclusion; utilizing tools for development by incorporating relevant details, examples, quotes, and/or evaluation to best support the thesis statement; utilize these tools to then compose a draft that addresses the prompt and/or assignment requirements; learn the necessity for and benefits of the revision process, including an understanding of the distinction between content revision and sentence-level editing; engage in peer review workshops, providing and receiving feedback from peers.

ASSIGNMENTS: Class discussion and/or lecture, out-of-class essays, and research paper. Other assignments may include in-class essay exams, directed in-class writing, small group activities, peer review workshops, and/or required assistance from the Writing Center.

STUDENT PERFORMANCE OBJECTIVES: Apply this overall understanding of the writing process to a variety of writing tasks with the ability to reevaluate the needed tools to successfully

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complete writing assignments in and beyond English 1A. Gain awareness of the the parts of an essay and how the parts work together to create meaning. Understand the need for and get repeated practice in revision and editing techniques.

8 HOURS

CONTENT: Introduce the elements of argument and the appeals to readers; examine argumentative/persuasive readings, debates, speeches, etc. and identify and evaluate argumentative/persuasive technique; articulate an argument that takes a stand on an issue and/or argues with another's position; compose a written argument that provides appropriate context for an argumentative thesis statement that is supported with sufficient and relevant evidence and/or explanation that leads smoothly toward a concluding final point or synthesis of ideas while cognitively utilizing the elements of argument and demonstrating a college-level use of English, clarity, style, and grammatical proficiency in writing; cite in MLA format.

ASSIGNMENTS: Out-of-class essays and research paper. Other assignments may include class discussion and/or lecture, class debates, small group activities, in-class essay exams, reader-response journals, and/or reading quizzes.

STUDENT PERFORMANCE OBJECTIVES: Understand effective appeals within argumentative writing, and apply this knowledge selectively and successfully to essay writing while demonstrating college-level use of the English language in addition to clarity and grammatical proficiency. Practice in MLA format for citation.

15 HOURS

CONTENT: Introduction to the steps in the research process, beginning with narrowing a topic and developing a tentative thesis; learn and understand research techniques, such as finding and locating sources, evaluating their credibility and benefit, and summarizing them accurately; construct an original argument (revising tentative thesis) that incorporates those sources into a research essay and cites sources correctly in MLA format; apply organizational strategies to create a presentation, slideshow, video, and/or infographic to synthesize and share research findings; revise research essay based upon feedback from teacher and/or classmates.

ASSIGNMENTS: Research proposal (which includes a topic-selection process), Annotated Bibliography/Works Cited, and the final research paper cited in proper MLA format (8-10 pages with a minimum of five sources). Other assignments may include a research paper draft, visual organization and synthesis of research findings, presentation of research, and/or seminar.

STUDENT PERFORMANCE OBJECTIVES: Apply steps in the research process. Choose and incorporate sources into college-level, rhetorically effective prose. Practice in MLA format for citation.

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METHODS OF INSTRUCTION:

1. Lecture, class discussion, group activities
2. Directed in-class writing assignments that emphasize the writing process—brainstorming, prewriting, outlining, revision, editing, and/or peer review workshops
3. Out-of-class essays and an argumentative research paper
4. Essay exams, reading quizzes, and/or reader-response journals
5. Reading and discussion of essays, articles, and/or speeches, a book-length work. Other college-level readings may include short stories and/or poetry.
6. Student presentations

METHODS OF EVALUATION:

CATEGORY 1 - Required writing assignments:

Percent range of total grade: 70% to 80%

- Four out-of-class essays, minimum of four pages each
- Research Paper, minimum of eight pages, minimum five sources
- Research Paper: In-depth topic proposal
- Research Paper: Annotated Bibliography/Works Cited

CATEGORY 2 - Other assignments that allow for demonstration of skill and knowledge:

Percent range of total grade: 20% to 30%

- Class participation, discussion, and/or seminar
- In-class essay exam(s)
- Readings (combined with reader-response journals, reading quizzes, class discussion, seminar, and/or group activities)
- Reader-response journals
- Reading quizzes
- Directed in-class writing
- Presentations

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REPRESENTATIVE TEXTBOOKS:

***Between Worlds: A Reader, Rhetoric and Handbook*, 7th edition, by Susan Bachmann and Melinda Barth. Pearson, 2011.**

List price: \$124.75 on Amazon

Description from publisher: "This immediately engaging composition resource features a thematically-organized collection of readings, a modes-based rhetoric, and a concise handbook. *Between Worlds* opens with more than 75 multi-genre readings reflecting the human condition of being "in between"—generations, cultures, genders, perceptions, points of view. A research chapter with information on using and documenting sources emphasizes the importance of reading, critical thinking, and analysis in all writing." This text contains a preface chapter about critical reading and a six-chapter rhetorical section (including one chapter on the modes), a four-chapter handbook section, plus five chapters of readings arranged thematically. The readings range from popular culture to relationships to public controversies.

***The Curious Writer (Concise Edition)*, 5th edition, by Bruce Ballenger. Pearson, 2016.**

List price: \$81.90 on Amazon

The strength of this text is its emphasis on writing (and reading & seeing) as inquiry: it stresses discovery, questioning, and social context rather than hollow formulas for writing. That being said, it also includes chapters on personal essays, reviews, proposals, arguments, ethnographic essays, research papers, and more. It is very well written, & it's attractively designed despite its bulk in its longer version. (It's about 650 pages in the long version, which can accommodate a full-year writing sequence; the concise version is about 450 pages.) The longer version contains about 50 readings and a 75-page handbook; the concise version has about half the readings and no handbook. The concise version was well received by TAs who used it in 2009-2010.

***Patterns for College Writing with 2016 MLA Update: A Rhetorical Reader and Guide*, by Laurie G. Kirszner. Bedford/St. Martin's, 2016.**

List price \$66.66 on Amazon

Description from publisher: "Patterns also has the most comprehensive coverage of the writing process in a rhetorical reader with a five-chapter mini-rhetoric; the clearest explanations of the patterns of development; and the most thorough support for students of any rhetorical reader. With loads of exciting new readings and updated coverage of working with sources, *Patterns for College Writing* helps students as no other book does. There's a reason it is the best-selling reader in the country." The portions devoted to writing instruction are clear, accessible, and fairly thorough, organized around the stages of the writing process and writing the modes. Readings cover a broad range of perspectives, from Malcolm X to Stanley Fish to George Orwell. Newer readings bring in discussion of such popular trends as "friending" on Facebook.

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***Everything's an Argument with 2016 MLA update*, by Andrea A. Lunsford and John J. Ruskiewicz. Bedford /St. Martin's, 2016.**

With readings \$50.73 on Amazon

The title says it all. The book offers extensive coverage of pathos/ethos/logos and focused chapters on several types of argument, including arguments of fact, of definition, and of cause (and one on arguing through humor). The text also features chapters on proposals, evaluations, rhetorical style, fallacies, use of sources, documentation, and more. The book comes in a "brief edition" without readings and a longer version with seven chapters of argumentative readings, on stereotypes, friendship, bilingualism, food & water, religion, campus diversity, and work. Both editions are visually "hip" and solidly academic.

***They Say, I Say: The Moves That Matter in Academic Writing*. Gerald Graff and Cathy Birkenstein. Norton, 2014.**

List Price: \$25.30 on Amazon

Publisher description: "The book that demystifies academic writing, teaching students to frame their arguments in the larger context of what else has been said about their topic— and providing templates to help them make the key rhetorical moves. The best-selling new composition book published in this century, in use at more than 1,000 schools, *They Say / I Say* has essentially defined academic writing, identifying its key rhetorical moves, the most important of which is to summarize what others have said ("they say") to set up one's own argument ("I say"). The book also provides templates to help students make these key moves in their own writing. The Second Edition includes a new chapter on reading that shows students how to read for the larger conversation and two new chapters on the moves that matter in the sciences and social sciences." Students seemed to find it quite accessible and even sort of hip, with a lively, humorous style. Very thorough coverage of how to join the public discourse, incorporating other people's ideas and words. No handbook or discussion of research.

REPRESENTATIVE BOOK-LENGTH TEXTS:

The Handmaid's Tale by Margaret Atwood, Anchor, 1998.

My Year of Meats by Ruth Ozeki, Viking Press, 1999.

Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser, Harper Collins, 2002.

Oryx and Crake by Margaret Atwood, Anchor, reprint edition May 2004.

When She Woke by Hillary Jordan, Algonquin Books, 2012.

Biopunk by Marcus Wohlsen, Penguin Group, 2012.

The Enchanted by Rene Denfeld, Harper Perennial, 2015.

The Birth of the Pill by Jonathon Eig, W. W. Norton & Company, 2015.

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W. Barber

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ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV A2, effective 200670

CSU GE:

CSU A2, effective 200670

IGETC:

IGETC 1A, effective 200670

CSU TRANSFER:

Transferable CSU, effective 200670

UC TRANSFER:

Transferable UC, effective 200670

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: ENGL2

CAN Sequence: ENGL SEQ A

CSU Crosswalk Course Department: ENGL

CSU Crosswalk Course Number: 1A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000325411

Sports/Physical Education Course: N

Taxonomy of Program: 150100

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