**Discipline:** English

1. **COURSE IDENTIFICATION:** ENGL 1A

2. **COURSE TITLE:** Composition

3. **UNITS:** 3
   - Lecture Hours: Normal: 54 Range: 48 - 57

4. **GRADING:** Letter Grade

5. **NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT:** 1

6. **REQUIRED AND/OR RECOMMENDED BACKGROUND:**
   - **Prerequisite(s):**
     - ENGL 450 Fundamentals of Composition or ESL 450 Fundamentals of Composition for ESL Students

<table>
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<tr>
<th>Appraise the relationships between audience, tone, purpose, and levels of diction.</th>
<th>ENGL 450 - Study and practice the coherency and rhetorical devices that make a composition rational, clear, and aesthetically sound.</th>
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<td>Analyze the structure of various kinds of essay development, including exposition (analysis, classification, definition, comparison and contrast, cause and effect), and argumentation and construct essays in such patterns.</td>
<td>ENGL 450 - Analyze the structure of various kinds of composition development, including exposition and argumentation, and construct compositions in such patterns.</td>
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<tr>
<td>Compose clear and specific thesis statements and develop these into unified and complete essays.</td>
<td>ENGL 450 - Formulate clear and specific controlling ideas and develop these into unified and complete compositions.</td>
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ESL 450 - Apply MLA or APA rules to paraphrases, quotes, and a Works Cited list in essays.

ESL 450 - Study their own grammatical and punctuation errors to make their writing more effective.
Compose clear and specific thesis statements and develop theses into unified and complete essays. ESL 450 - Recognize and formulate clear and specific controlling ideas and develop these into unified and complete compositions.

Corequisite(s): None
Advisory: None
Limitation on Enrollment: None
Assessment Level:
Eligibility for English 1A as determined by Chaffey assessment process

7. CATALOG DESCRIPTION:
Careful study and practice of expository and argumentative writing techniques and the frequent writing of compositions with the ultimate goal of a research project. A minimum of 6,000 written words is expected over the course of the term. Three arranged hours of supplemental learning in a Success Center that supports this course is required. Designed to prepare the student for satisfactory college writing. May be offered as an Honors course.

8. CONTENT (Scope and Description of Content):

Order and emphasis of core topics may vary from instructor to instructor.

1. Minimal grammar and paragraph review.
2. Limiting topic; thesis; unity; coherence.
3. Analysis.
4. Comparison-contrast.
5. Argumentation.
6. Cause-effect
7. The components of the research project
8. Style.

Note: Instructors will combine these areas in different lengths of time and sequence as their professional expertise dictates.

9. OBJECTIVES:

Upon completion of the course, students should be able to:
A. Develop critical thinking strategies through the primary use of a variety of 750 word or longer persuasive/argumentative essay readings.
B. Arrange argumentative points in clear, effective prose.
C. Critique and apply the principles of unity and coherence in essays.
D. Develop and use the forms of exposition and argumentation.
E. Produce logical, coherent, unified essays with minimal errors in grammar, punctuation, and spelling.
F. Appraise the relationships between audience, tone, purpose, and levels of diction.
G. Compose clear and specific thesis statements and develop theses into unified and complete essays.
H. Analyze the structure of various kinds of essay development, including exposition (analysis, classification, definition, comparison and contrast, cause and effect), and argumentation and construct essays in such patterns.
I. Examine the relationship of logical ideas within an essay, be able to distinguish fact from judgment, and be able to eliminate prejudice and fallacious reasoning in his or her own writing.
J. Inspect his or her writing for grammatical, punctuation, spelling and paragraphing errors to facilitate more effective author/reader communication.
K. Study and practice stylistic devices.
L. Generate a suitable and manageable research topic. (Because the research project is a tool in serving the goal of critical thinking, the subject matter should be argumentative).
M. Choose relevant source material using the library and information technology resources.
N. Evaluate potential sources.
O. Integrate source material into student writing to support assertions.
P. Produce proper style format for citation and documentation through research papers.

10. METHODS OF INSTRUCTION:

Instructors may employ any of the following instructional methodologies:
A. Lecture
B. Demonstrations
C. Guest speakers
D. Internet instruction
E. Collaborative Group Work
F. One-on-one tutorials
G. Outside research
H. Practicum
I. Small group or directed class discussion
J. Computer assisted instruction
K. Other: Exercises, homework

11. OUT-OF-CLASS ASSIGNMENTS:

The following assignments are representative. Specific assignments will vary from instructor to instructor.

A. Reading
   Textbooks, Periodicals, Course handouts
   Students may read a pair of essays that express opposing views on a controversial topic. In journals, students may summarize the main aspects of the controversy, indicate which author's argument is more compelling (and why), and be prepared to discuss the readings in class.

B. Writing
   Notebook/journal, Essays, Analyses, Reports
   Students may write an extended research paper in which they investigate, through various information sources and library databases, a controversial policy issue (e.g., should the government censor media violence? should the government ban spanking? etc.); students will argue their opinion on the topic, using information from documented sources as evidence.
C. Critical Thinking
Summarizes the problem/question/work assignment, Communicates effectively, Considers the influence of context and assumptions, Analyzes appropriate supporting data/evidence, Communicates own perspective or position, Identifies implications and consequences, Integrates others’ perspectives and positions, Applies investigative or lab skills in inquiry
After reviewing a textbook chapter on argument fallacies (false cause, false analogy, etc.), students may be given a worksheet containing flawed arguments, and asked to revise the argument so it reflects more appropriate logical development.
D. Other
Group projects, Research projects, Computer-assisted modules, Presentations

12. METHODS OF EVALUATION:

The following evaluation methods are representative. Specific applications will vary from instructor to instructor.
A. A grading scale specified in the course syllabus
B. Analytical projects
C. Class presentations
D. Completion of homework assignments
E. Creative projects
F. Essay exams
G. Essays
H. Group projects
I. Journals
J. Notebooks
K. Objective exams and quizzes - problem solving
L. Objective exams and quizzes - short answer
M. Observation
N. Oral exams and quizzes
O. Oral reports
P. Participation in classroom discussion
Q. Research papers
R. Student practicum
S. Written reports

13. TEXTS AND SUPPORTING REFERENCES:
Instructors may choose from among the following representative texts

Texts:

Supplemental:
1. Ourselves Among Others.
2. Our Times
3. Life Studies.
5. MLA Handbook.
6. The Art of Stylizing Sentences.
7. Language Arts Success Center web and print resources.