ENGL 101 - English Composition

Approval Date: 05/01/2014  Effective Term: Fall 2014

Department: ENGLISH
Division: Humanities
Units: 3.00
Grading Option: Letter Grade
Transferability: UC/CSU Transferable
Course Is: AA/AS Degree
Repeatability: Not Repeatable
Contact Hours per Term:
  Lecture/Discussion: 54.00
Associate Degree GE Applicability: Language & Rationality
Recommended Class Size: 35

Discipline/Minimum Qualifications:
English

Catalog Description:
Builds critical reading and expository writing skills through the analysis and evaluation of college-level, non-fiction readings and the composition of well-organized, full-length essays containing properly documented evidence.

Schedule Description:
Builds critical reading and expository writing skills through the analysis and evaluation of college-level, non-fiction readings and the composition of well-organized, full-length essays containing properly documented evidence.

Student Learning Outcome:
1. Analyze and critically evaluate college-level, non-fiction texts for argument, structure, and rhetorical strategies.
2. Compose persuasive, well-organized, grammatically correct full-length essays, synthesizing properly documented and relevant research and other evidence to develop and support a unified thesis.

Course Objectives:
1. analyze and critically evaluate written and other visual materials;
2. organize expository essays in an effective manner (logically, chronologically, simple to complex, least to most important, linearly);
3. support generalizations by using evidence such as relevant detail, anecdotes, and well-integrated quotations;
4. explain and develop the link between the specific generalization and its specific supporting evidence;
5. narrow general topics to a scope appropriate to the assignment;
6. create a thesis statement to structure the essay as a whole;
7. write effective introductory and concluding paragraphs;
8. use effective transitions within and between paragraphs to connect logically ideas;
9. observe the conventions of standard written English while using a variety of sentence structures;
10. locate and critically evaluate appropriate source material;
11. use relevant and appropriate citation format;
12. use various strategies to generate and develop ideas;
13. compose well-organized responses in timed-writing situations.

Course Content Outline:
1. Critical Reading
   A. Active vs. Passive Reading
   B. Annotation
   C. Implied vs. Stated Thesis
   D. Drawing Inferences
   E. Identifying Relationship between Generalization and Supporting Evidence
   F. Evaluating Credibility of Sources
2. Recognizing and Executing Academic Patterns of Writing
   A. Illustration
   B. Definition
   C. Comparison/Contrast
   D. Cause/Effect
   E. Evaluation
   F. Problem/Solution
   G. Argument/Persuasion
   H. Synthesis
3. The Writing Process
   A. Brainstorming Topics
   B. Locating Appropriate and Relevant Print and Online Sources
   C. Narrowing Thesis
   D. Outlining of Main Ideas and Supporting Evidence
   E. Drafting to Develop Links Between Generalizations and Supporting Evidence
   F. Writing Effective Introductions and Conclusions
   G. Peer Reviewing
   H. Revising for Organization, Coherence, and Unity
   I. Editing
   J. Proofreading
   K. Composing Responses to Timed Writing Prompts
4. Writing Style
A. Sentence Variety  
B. Sentence Clarity  
C. Appropriate Levels of Formality and Diction  
D. Paragraph Unity  
E. Transitions between Sentences and Paragraphs  
F. Integrating Sources with Introductory/Signal Phrases  
G. In-text Citation of Sources Using MLA Style Guidelines  
H. Works Cited Page Format Using MLA Style Guidelines  
I. Conventions of Manuscript Preparation Using MLA Style Guidelines  

Methods of Instruction:  
Lecture, Distance Education: Debates, Critiques, In-class writing and Student Presentations.  

Methods of Evaluation:  
Exams/Tests/Quizzes  
Written Assignments  
Essays  

Quizzes and exercises. Informal reading and writing responses such as reading logs or dialectical journals. In-class timed writing. At least four formal out-of-class multiparagraph essays, for a total of at least 16-20 pages (6,000-8,000 words). At least one major revision of a previously completed essay with a self-assessment component.  

Typical Assignments:  
Reading:  

Textbook readings:  

"Practicing Rhetorical Analysis" by Christine Alfano and Alyssa O'Brien  

"How Twitter will Change the Way We Live" by Steven Johnson  

Writing, Problem Solving or Performance:  

Essays: Write a typed, double-spaced, three-to-four-page formal academic paper with standard margins and font that analyzes a print advertisement of your choice. Briefly explain what the advertisement is selling and to whom, but focus most of your paper on how the advertisement sells its product to that group. Write a typed, double-spaced, three-to-four-page formal academic paper with standard margins and font in which you analyze the language use of a specific speech community. Write an six-to-eight-page paper that identifies a problem, presents a policy or plan of action to solve that problem, and attempts to convince an audience to enact or accept that solution. Support your claims with at least five appropriately-documented, research sources.
Other:

Portfolio: Submit a portfolio that includes revised copies of at least two essays written for this course as well as a reflection on what you have learned.

<table>
<thead>
<tr>
<th>Required Materials</th>
<th>Examples:</th>
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<tbody>
<tr>
<td><strong>Book 1</strong></td>
<td>Alfano and Alyssa J. O'Brien</td>
</tr>
<tr>
<td>Author: Christine L.</td>
<td>Publication Date: 2011</td>
</tr>
<tr>
<td><strong>Title:</strong> Envision in Depth</td>
<td>Publisher: Longman</td>
</tr>
<tr>
<td>Edition: 2nd</td>
<td></td>
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</tbody>
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| **Book 2** | Ramage, John C. Bean, June C. Johnson |
| Author: John D. | Publication Date: 2011 |
| **Title:** Writing Arguments | Publisher: Longman |
| Edition: 9th |

| **Book 3** | Diana George and John Trimbur |
| Author: | Publication Date: 2011 |
| **Title:** Reading Culture | Publisher: Longman |
| Edition: 8th |

| **Book 4** | Richard Bullock |
| Author: | Publication Date: 2009 |
| **Title:** The Norton Field Guide to Writing | Publisher: Norton |
| Edition: 2nd |

| **Book 5** | Andrea Lunsford and John Ruszkiewicz |
| Author: | Publication Date: 2009 |
| **Title:** Everything’s an Argument | Publisher: Bedford/St Martins |
| Edition: 5th |

**Course Preparation:**

Prerequisite(s): ENGL 091 or ENGL 094 or ENGL 096 or ESL 100

Co-Requisite(s): None

Recommended: None

**Document Content Review**

**Target Course Skills**
Condition on Enrollment
Renewed

Faculty
Tracy Sherard, Deanna Davis, Jia-Yi Cheng-Levine, Juan Buriel, Adam Kempler

Basic Content Review
Students who have completed ENGL-091 have met the following SLO's: 1) Compose thoughtful, well-organized, grammatically correct short essays, using properly documented outside sources and personal experiences to develop a unified thesis. 2) Distinguish and analyze basic elements of fiction and non-fiction found in introductory college readings. These are foundational skills required for success in ENGL-101.

Condition on Enrollment
Renewed

Faculty
Tracy Sherard, Deanna Davis, Jia-Yi Cheng-Levine, Juan Buriel, Adam Kempler

Basic Content Review
Students who have completed ENGL-094 have met the following SLO's: 1) Compose a variety of well structured, organized, grammatically correct forms of business communications and short essays, including using properly documented outside sources and personal experiences. 2) Distinguish and analyze the basic elements of business communications and college-level non-fiction readings. These are foundational skills required for success in ENGL-101.

Condition on Enrollment
Renewed

Faculty
Tracy Sherard, Heather Maclean, Deanna Davis, Jia-Yi Cheng-Levine, Juan Buriel, Adam Kempler

Basic Content Review
Students who have completed ESL-100 have met the following SLO's: 1) Compose thoughtful, well-organized, grammatically correct multi-paragraph essays, using properly documented outside sources, examples, and details. 2) Distinguish and analyze basic elements of fiction and non-fiction found in introductory college readings. 3) Employ academic discussion and presentation techniques in response to academic prompts. These are foundational skills required for success in ENGL-101.

Distance Learning Addendum
A. Delivery Methods

Online/Hybrid

If Other Methods selected, describe here

B. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode? Describe and give examples of online methods of instruction, which might include course management system discussion boards; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor web site; online library requests; textbook supplements.

In the online hybrid format of the class, 50% of the instructional time will be online and 50% will take place in-person. In the online hybrid, lectures, discussion and/or assessments will take place during the face-to-face meetings, and the online time will
be used for online discussions, practice of concepts introduced during the face-to-face sessions, and/or assessments. The 100% online version of the course may include eLectures, PowerPoint presentations, publisher provided content, online discussions and practice activities, assessments, and/or supplemental readings. As an example, if the objective is to write a focused, effective thesis statement, students would begin by reading the textbook section that covers thesis statements. The instructor would then provide supplementary instruction through lecture (face-to-face or eLectures, PowerPoints or handouts) and then assess the students’ understanding of the concept. This assessment could take the form of a quiz asking students about key features of thesis statements and/or students could be asked to identify and discuss examples of effective and ineffective thesis statements. Students would then be asked to practice writing thesis statements of their own, which could then be submitted through discussion board, email, or assignment/dropbox. The instructor would then provide feedback to the students about their practice thesis statements.

C. Title 5 (55376) states that all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study lesions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.

In the online hybrid version of the course, the instructor will meet with students during 50% of the instructional hours for the course. During these meetings, the instructor will provide instruction, answer questions, and give feedback to students regarding their performance. In all sections, the instructor will provide an orientation letter to be posted on the Distance Learning website no later than one week before the start date of the class. This letter should include information such as class start date, class format, textbooks, required meetings, proctoring arrangements (if needed), and class login instructions. All instructors will communicate with the class as a whole at least once weekly through tools such as announcements, chats, and/or whole class emails, but will also use email, office hours, individual chats, and/or phone calls to communicate with students individually as needed. All instructors will regularly participate in discussion board discussions throughout each unit to moderate discussion, clarify concepts, and provide feedback to students. Each instructor will provide a mechanism for student questions – through discussion boards, emails, and/or phone calls – and will respond in a timely manner, as described in the orientation letter and/or syllabus. In all sections, the instructor will maintain an password-protected electronic gradebook (either through the course management system or through other software) that is updated weekly. Instructors will provide both numeric feedback (scores or letter grades) and comments (narrative comments, answer keys, and/or posted rubrics) for student work. Instructors will contact students who fail to make satisfactory progress in the course. Students who do not respond or who are not participating in class activities (discussion boards and/or other assignments) may be subject to being dropped from the class through the procedure outlined in the class syllabus.

D. Describe how you will promote and monitor effective student-to-student contact.

In sections that include face to face meetings, the students may interact in-person during scheduled meeting times both informally (before and after class, during breaks) and during collaborative learning activities. Students in all sections will interact at least once weekly on classwide and/or small group discussion boards. In addition to original posts, students will be required to send a specified number of replies to other students to ensure student-student interaction. In addition, students will comment on each others’ essays through structured peer review activities. Students may be required to participate in other collaborative learning activities online as assigned by the instructor. Students may also interact online informally through chat, email, and “water cooler” discussion boards.

E. Describe and give examples of how student learning will be evaluated.

Student learning will be evaluated through: Formal essays (at least 20 revised pages -- examples included in the main course outline) Informal discussion board and/or journal entries (example: Send an original post of at least 200 words to the “Work, Part 1” discussion board that compares or contrasts two of the essays from the “Work” chapter of Reading Culture. Read your classmates’ posts and send replies (100 words or longer) to at least two of them). Quizzes, exams, and/or other assessments of student learning (examples: multiple choice or short answer reading comprehension quizzes, timed essay writing, practice essay outlines)

F. Describe the college resources that will be required by you and your students in each of the following areas:

1. Facilities (e.g. classroom for orientation sessions, exams, etc.)

In the online hybrid version of the class, each classroom meeting may require online access and workstations for each student. Proctoring facilities may be needed for exams.

2. Technology (e.g. software, hardware, technical support, etc.)

Students and instructors must have regular access to computers with Internet connections, up-to-date web browsers, and word processing programs, as well to email services. Such computers are readily available through College of the Canyons’ computer labs as well as through the public library system. Technical support should be provided to students who encounter difficulties with the course management system; currently such support is provided through the TLC. The instructor must have access to a course management system (such as Blackboard) to facilitate distributing materials (syllabus, course calendar, handouts), setting up class assignments and message boards, and communicating with students (email, announcements, gradebook). Technical support to instructors should be provided through Computer Support Services.
3. Student Support Services (e.g. online library services, counseling, tutoring, DSPS, etc.)

Students will need access to an online research database (such as Proquest) to allow them to complete research for essays. Students should have access to counseling and tutoring services; currently the TLC provides online tutoring for students in this course.

G. Technologies used for instruction:

- Multimedia (streaming video, audio)
- Flash
- Timed Responses
- Third-party software
- Images (jpeg, gif, etc.)

**How will you ensure that instruction is accessible to students with disabilities?**

If timed quizzes or exams are used, measures will be taken to ensure that students who are entitled to extended time do receive it. These measures may include: extending the timer within the course management system, not penalizing the student for going over the timer set within the course management system (as long as it is within the extended time allowed) or giving the quiz or test in an alternate format or setting. If third party-software (or publisher-provided content) is used, the instructor will ask the provider whether or not the materials are compliant with section 508 of the ADA. If the materials are not compliant, the instructor will consult with appropriate College of the Canyons staff to determine if accommodations can be made to make the materials compliant. If it is not possible to make the materials 508 compliant, they will not be used or will be provided as optional resources but not required to complete the assignment.
ENGL 102 - Intermediate Composition, Literature, and Critical Thinking

Approval Date: 03/03/2011  Effective Term: Fall 2011

Department: ENGLISH
Division: Humanities
Units: 3.00
Grading Option: Letter Grade
Transferability: UC/CSU Transferable
Course is: AA/AS Degree
Repeatability: Not Repeatable
Contact Hours per Term:
Lecture/Discussion: 54.00

Associate Degree GE Applicability: Humanities and Fine Arts, Language & Rationality
Recommended Class Size: 35

Discipline/Minimum Qualifications:
English

Catalog Description:
 Builds on the critical thinking, reading, and writing practice begun in English 101, including critical analysis, interpretation, and evaluation of literary works, along with writing of argumentative essays about literary works.

Schedule Description:
 Builds on the critical thinking, reading, and writing practice begun in English 101, including critical analysis, interpretation, and evaluation of literary works, along with writing of argumentative essays about literary works.

Student Learning Outcome:
1. Compose well-structured, grammatically-correct essays which assert the reader's analytical interpretation of a literary work and support that interpretation with convincing textual evidence.
2. Apply critical thinking, specifically multiple perspectives and elements of argument, to the analysis and interpretation of literature.

Course Objectives:
1. Analyze the relationship between literary genre and meaning.
2. Analyze the effect of point of view, character, diction, tone, imagery, figurative language, plot, and structure on the theme of the literary work.
3. Relate the text's values and assumptions to the social, historical, ethical, psychological, philosophical, or religious context of the work.
4. Compare one's own values and assumptions to those of the text, and debate the extent to which the literary work's values and assumptions challenge those of the reader.
5. Evaluate the formal and stylistic aspects of the literary work.
6. Create a thesis that argues and assembles the reader's interpretation of a literary work or works, and assemble supporting evidence to validate that interpretation.
7. Assess and revise one's own arguments about literary works with attention to issues of organization, clarity, mechanics, and style based on peer evaluation of, and self-reflection on, composition strengths and weaknesses.
8. Examine logical fallacies in literary works and in the interpretations of those works.
9. Analyze and evaluate other elements of reasoning, such as quality of evidence and underlying assumptions, in literature and arguments about literature.
10. Compare and contrast literary theories, and apply literary theory to analyze and interpret literature.

**Course Content Outline:**

1. Literary genres and forms
   A. Poetry
      - Sonnet
      - Villanelle
      - Free Verse
   B. Drama
      - Comedy
      - Tragedy
   C. Fiction
      - Short Story
      - Novel

2. Literary terms and devices (by genre)
   A. Poetry
      - Rhyme
      - Rhythm/Meter
      - Alliteration
      - Apostrophe
      - Symbolism
      - Imagery
   B. Fiction
      - Theme
      - Character
      - Plot
      - Setting
      - Point of View
      - Symbolism
   C. Drama
      - Dialogue
      - Scene structure
      - Chorus
      - Plot

3. Terms, Types, and Structure of an Argument
   A. Terms
      - Issue
      - Conclusion
      - Reasons
      - Evidence
      - Assumptions
      - Value conflicts
      - Logical fallacies
         - Hasty generalization
         - Ad hominem
         - Ad populum
         - Slippery slope
         - Straw man
         - Red herring
   B. Types and structures of arguments
      - Inductive reasoning
      - Deductive reasoning
      - Toulmin argument: claim, grounds, warrant, premises, backing, reasoning, rebuttal

4. Standard academic writing conventions
   A. Writing process
      - Prewriting
      - Gathering evidence/researching
      - Organizing
      - Drafting
      - Giving and receiving feedback
F. Revising
G. Editing and Proofreading
B. Essay structure and mechanics
   A. Introductory paragraphs
   B. Thesis
   C. Body paragraphs
   D. Concluding paragraphs
   E. Grammar and Style
   F. MLA Style

5. Literary contexts and theories
   A. Literary contexts
      A. Historical
      B. Political
      C. Social
      D. Ethical
      E. Psychological
      F. Philosophical
      G. Religious
      H. Biographical
   B. Literary theories
      A. Psychoanalysis
      B. Feminism
      C. Ecofeminism
      D. Postcolonialism
      E. Marxism

Methods of Instruction:
Distance Education, Lecture:

Methods of Evaluation:
Exams/Tests/Quizzes
Written Assignments

Written Assignments (totaling 6,000-8,000 words)

Typical Assignments:
Reading:
1. Read Henrik Ibsen's A Doll's House. While reading, consider the feminist implications of the text.
2. While reading To His Coy Mistress, identify the speaker's use of logical fallacies.

Writing, Problem Solving or Performance:
1. Analyze the relationship between setting and theme in T.C. Boyle's "Greasy Lake."
2. Compare/contrast the value systems of two characters in August Wilson's Fences.

Other:

Required Materials
Examples:
Book 1
Author: Roberts & Jacobs
Title: Literature: An Introduction to Reading and Writing
Publication Date: 2008
Edition: 9th
Publisher: Pearson Prentice Hall

Book 2
Course Outline

**Book 1**
Author: N. Browne & S. Keeley
Title: Asking the Right Question: A Guide to Critical Thinking
Publisher: Prentice Hall
Publication Date: 2009
Edition: 9th

**Book 2**
Author: McMahan, Day, & Funk
Title: Literature and the Writing Process
Publisher: Pearson Prentice Hall
Publication Date: 2009
Edition: 9th

**Book 3**
Author: Kennedy & Gioia
Title: Literature: An Introduction to Fiction, Poetry, Drama, and Writing
Publisher: Pearson
Publication Date: 2009
Edition: 11th

**Book 4**
Author: Charters
Title: Literature & Its Writers
Publisher: Bedford
Publication Date: 2009
Edition: 5th

**Other:**
Novels: Ralph Ellison - Invisible Man
F. Scott Fitzgerald - The Great Gatsby
Annie Proulx - The Shipping News
Yann Martel - Life of Pi
Daniel Mason - The Piano Tuner
Julia Alvarez - How the Garcia Girls Lost Their Accents
John Updike - The Centaur
Mary Shelley - Frankenstein
Walker Percy - The Moviegoer
T.C. Boyle - East is East
Alexie - Indian Killer
Kate Chopin - The Awakening
Sandra Cisneros - The House on Mango Street

**Course Preparation:**
Prerequisite(s): ENGL 101 or ENGL 101H
Co-Requisite(s): None
Recommended: None

**Document Content Review**

**Target Course Skills**
Condition on Enrollment
Renewed

Faculty
Susan Cooper, Lisa Wallace, Wade Bradford

Basic Content Review
Compose persuasive, well-organized, grammatically correct, full-length essays, synthesizing properly documented and relevant research and other evidence to develop and support a unified thesis; analyze and critically evaluate college-level texts for argument, structure, and rhetorical strategies; organize expository essays in an effective manner (logically, chronologically, simple to complex, least to most important, linearly); support generalizations by using evidence such as relevant detail, anecdotes, and well-integrated quotations; explain and develop the link between the specific generalization and its specific supporting evidence; narrow general topics to a scope appropriate to the assignment; create a thesis statement to structure the essay as a whole; write effective introductory and concluding paragraphs; use effective transitions within and between paragraphs to connect logically ideas; observe the conventions of standard written English while using a variety of sentence structures; locate and critically evaluate appropriate source material; use relevant and appropriate citation format; use various strategies to generate and develop ideas.

Distance Learning Addendum
A. Delivery Methods
100% Online

If Other Methods selected, describe here

B. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode? Describe and give examples of online methods of instruction, which might include course management system discussion boards; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor web site; online library requests; textbook supplements.

Instruction may include eLectures, PowerPoint presentations, publisher-provided content, online discussions and practice activities, assessments, and/or supplemental readings. As an example, if the objective is to identify the assumptions of a given argument, students would begin by reading the textbook section that covers that topic. The instructor would then provide supplemental instruction through eLectures, PowerPoints, and/or publisher-provided material and then assess the students' understanding of the concept. This assessment could take the form of a quiz asking students about key concepts related to assumptions and/or students could be asked to identify and discuss examples of assumptions that underlie sample arguments. The instructor would then provide feedback to the students about their mastery of this concept. An example of a discussion board prompt after a literature reading assignment might be: Write a 2-3-paragraph response using the concept of setting to determine the argument made about gender roles in "Hunters in the Snow." Please reply to at least two of your classmates' posts. Hybrid sections will meet 1 - 6 times on campus for presentations, reviews, and exams.

C. Title 5 (55376) states that all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.

All instructors will communicate with the class as a whole at least once weekly through tools such as announcements, chats, and/or whole class e-mails, but will also use email, office hours, individual chats, and/or phone calls to communicate with students individually as needed. All instructors will regularly participate in discussion board discussions throughout each unit to moderate discussion, clarify concepts, and provide feedback to students. Each instructor will provide a mechanism for student questions--through discussion boards, emails, and/or phone calls--and will respond in a timely manner, as described in the orientation letter and/or syllabus. In all sections, the instructor will maintain a password-protected electronic gradebook (either through the course management system or through other software) that is updated regularly. Instructors will provide both numeric feedback (scores or letter grades) and comments (narrative comments, answer keys, and/or posted rubrics) for student work. Instructors will contact students who fail to make satisfactory progress in the course. Students who do not respond or who are not participating in class activities (discussion boards and/or other assignments) may be subject to being dropped from the class through the procedure outlined in the class syllabus.

D. Describe how you will promote and monitor effective student-to-student contact.

Students will interact several times weekly on classwide and/or small group discussion boards and/or through other learning activities. In addition to original discussion board posts, students will be required to post a specified number of replies to other students to ensure student-student interaction. In addition, students will comment on each other's essays through structured peer review activities. Students may be required to participate in other collaborative learning activities online as assigned by the instructor.
Students may also interact online informally through chat, email, and "water cooler" discussion boards.

E. Describe and give examples of how student learning will be evaluated.
Student learning will be evaluated through: Formal essays (at least 20 revised pages—examples included in the main course outline) Informal discussion board and/or journal entries (example: Write 2-3 paragraphs analyzing how a character in either __The Glass Menagerie__ or __Fences__ presents an argument (the argument may be explicit or implicit). Outline the conclusion, premise(s), and explain any pitfalls the character relies on to make his/her argument. Explain which strategies from Part 3 of __Beyond Feelings__ have informed your analysis. Read your classmates' posts and send replies (100 words or longer) to at least two of them. Quizzes, exams, and/or other assessments of student learning (examples: multiple choice or short answer reading comprehension quizzes, timed essay writing, practice essay outlines)

F. Describe the college resources that will be required by you and your students in each of the following areas:
1. Facilities (e.g. classroom for orientation sessions, exams, etc.)
Proctoring facilities may be needed for exams.
2. Technology (e.g. software, hardware, technical support, etc.)
Students and instructors must have regular access to computers with Internet connections, up-to-date web browsers, and word processing programs, as well as to email services. Such computers are readily available through College of the Canyons' computer labs as well as through the public library system. Technical support should be provided to students who encounter difficulties with the course management system; currently, such support is provided through the TLC. The instructor must have access to a course management system (such as Blackboard) to facilitate distributing materials (syllabus, course calendar, handouts), setting up class assignments and message boards, and communicating with students (email, announcements, gradebook). Technical support to instructors should be provided through Computer Support Services.

3. Student Support Services (e.g. online library services, counseling, tutoring, DSPS, etc.)
Students will need access to an online research database (such as Proquest) to allow them to complete research for essays. Students should have access to counseling and tutoring services; currently, the TLC provides online tutoring for students in this course.

G. Technologies used for instruction:
Multimedia (streaming video, audio)
Flash
Timed Responses
Third-party software
Images (jpeg, gif, etc.)

How will you ensure that instruction is accessible to students with disabilities?
If timed quizzes or exams are used, measures will be taken to ensure that students who are entitled to extended time do receive it. These measures may include: extending the timer within the course management system, not penalizing the student for going over the timer set within the course management system (as long as it is within the extended time allowed) or giving the quiz or test in an alternate format or setting. If third party-software (or publisher-provided content) is used, the instructor will ask the provider whether or not the materials are compliant with section 508 of the ADA. If the materials are not compliant, the instructor will consult with appropriate College of the Canyons staff to determine if accommodations can be made to make the materials compliant. If it is not possible to make the materials 508-compliant, they will not be used or will be provided as optional resources but will not be required to complete the assignment.
ENGL 103 - Critical Reading, Writing, & Thinking

Approval Date: 02/07/2013  Effective Term: Fall 2013

Department: ENGLISH
Division: Humanities
Units: 3.00
Grading Option: Letter Grade
Transferability: UC/CSU Transferable
Course Is: AA/AS Degree
Repeatability: Not Repeatable
Contact Hours per Term:
Lecture/Discussion: 54.00

Catalog Description:
Examines the principles of critical thinking as applied to writing and reading arguments on complex issues. Focuses on close textual analysis, argumentative writing, and logical reasoning.

Schedule Description:
Examines the principles of critical thinking as applied to writing and reading arguments on complex issues. Focuses on textual analysis, argumentative writing, and logical reasoning.

Student Learning Outcome:
1. Evaluate the strength of written, visual, and multimedia arguments on a range of different issues and controversies.
2. Compose logical, well-reasoned arguments on selected topics such as popular culture, politics, social issues, and moral and ethical issues.

Course Objectives:
1. Identify the issue of an argument.
2. Recognize the conclusion/claim of an argument.
3. Delineate the different types of evidence and evaluate their strengths and weaknesses.
4. Explain the importance of assumptions, ambiguous language, and hidden premises in arguments in general and recognize them in specific arguments.
5. List the most common logical fallacies (errors of thinking) and analyze them in specific arguments, including one's own.
6. Differentiate different types of appeals, such as pathos, ethos, and logos.
7. Evaluate the soundness of assumptions in specific arguments.
8. Select reliable sources for the evidence in an argument.
9. Evaluate the strengths and weaknesses of a written argument.
10. Evaluate the strengths and weaknesses of a visual or multimedia argument (such as an ad, an image, or a film).
11. Analyze one's own thinking for various forms of bias, such as the mine-is-better perspective or similar types of ethnocentric/egocentric perspectives.
12. Provide adequate and valid reasoning and evidence to support an opinion.
13. Organize an argument essay so that its reasoning structure is clear and logical.
14. Demonstrate good writing skills, including control of sentence structure, minimal subject-verb and noun-pronoun agreement errors, consistent point of view, proper punctuation, correct spelling, and correct MLA documentation style for material from external sources.
15. Analyze the principles of logical reasoning.
Methods of Instruction:
Distance Education, Lecture: Discussion, Debates, Videos/DVD's, In-class writing and Collaborative group work.

Methods of Evaluation:
Essays
Exams/Tests/Quizzes
Research Projects
Written Assignments

Out-of-class argumentative/persuasive source-based essays totaling 6,000-8,000 words. Informal reading assessments such as journals or logs may be used instead of quizzes.

Typical Assignments:
Reading:
Critical thinking text readings and non-fictional analytical and persuasive essays. Text readings will include both explanations of the critical thinking process and terminology and examples of written and visual arguments on the issues being discussed and evaluated in the course. Students apply the critical thinking skills and concepts by analyzing and evaluating these arguments.

Sample text reading question: What is Deborah Tannen's conclusion/claim/thesis in "Sex, Lies, and Conversation," and what kinds of evidence does she use to support it?

Writing, Problem Solving or Performance:
Write a 4-5 page essay that argues for or against the claim that holding wild animals in captivity is morally wrong.

Write a 4-5 page essay that argues for or against the claim that modern shopping malls are designed exclusively to encourage excessive consumption.

Write a 5-7 page essay that argues for the cultural importance of a specific consumer item within American society.

Other:

Required Materials
Examples:

Book 1
Author: Browne, N. and Keeley, S.
Title: Asking the Right Questions
Publication Date: 2012
Publisher: Pearson
Edition: 10th

Book 2
Author: Ruggiero, V.
Title: Beyond Feelings: A Guide to Critical Thinking
Publication Date: 2012
Publisher: McGraw Hill
Edition: 9th
Book 3
Author: Maasik, M. and Solomon, J.
Title: Signs of Life in the USA
Publication Date: 2012
Publisher: Bedford/St. Martin's
Edition: 7th

Book 4
Author: Rosenwaser, D. and Stephen, J.
Title: Writing Analytically
Publication Date: 2011
Publisher: Wadsworth
Edition: 6th

Book 5
Author: Cooper, S. and Patton, R.
Title: Writing Logically, Thinking Critically
Publication Date: 2011
Publisher: Longman
Edition: 7th

Book 6
Author: Silverman, J. and Rader, D.
Title: The World Is a Text
Publication Date: 2011
Publisher: Longman
Edition: 4th

Other:
Anthologies of non-fictional analytical and argumentative essays.

Course Preparation:
Prerequisite(s): ENGL 101 or ENGL 101H

Co-Requisite(s): None
Recommended: None

Document Content Review

Target Course Skills
Condition on Enrollment
Renewed
Faculty
Deanna Davis, Jia-Yi Cheng-Levine, Andy McCutcheon

Basic Content Review
Students who have completed ENGL-101 or 101H have met the following SLO's: 1) Analyze and critically evaluate college-level, non-fiction texts for argument, structure, and rhetorical strategies. 2) Compose persuasive, well-organized, grammatically correct full-length essays, synthesizing properly documented and relevant research and other evidence to develop and support a unified thesis. These are foundational skills required for success in ENGL-103.

Condition on Enrollment
Established
Faculty
Basic Content Review
Distance Learning Addendum

A. Delivery Methods
100% Online

If Other Methods selected, describe here

B. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode?
Describe and give examples of online methods of instruction, which might include course management system discussion boards; instructor developed web lectures; converted PowerPoint presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor web site; online library requests; textbook supplements.

Instruction may include eLectures, PowerPoint presentations, publisher provided content, online discussions and practice activities, assessments, and/or supplemental readings. As an example, if the objective is to identify the assumptions of a given argument, students would begin by reading the textbook section that covers that topic. The instructor would then provide supplementary instruction through eLectures, PowerPoints, and/or publisher provided material and then assess the students' understanding of the concept. This assessment could take the form of a quiz asking students about key concepts related to assumptions and/or students could be asked to identify and discuss examples of assumptions that underly sample arguments. The instructor would then provide feedback to the students about their mastery of this concept. Discussion Forum #1 First, Read the quotations about critical thinking that appear below. Posting: After thinking about all of them (and notice that some of them will require a great deal of thought!), select the quotation that presents the most important, relevant, or useful ideas about critical thinking, in your opinion. Compose a posting that is at least 400 words long and that meets the following criteria: 1) It provides the quotation you picked; 2) It summarizes succinctly what you think the main ideas of the quotation are; 3) It explains in a clear and specific manner WHY you thought that the quotation you picked presented the most important, relevant, or useful ideas about critical thinking; 3) It is well-written and has been edited and proofread so that it is free of distracting errors in grammar and punctuation. This is due by 11 pm Tuesday, Feb. 5. Replies: Read all the postings of your classmates. Of the postings that selected a quotation different from the one you picked, choose the posting that made you see critical thinking in the newest way. Write a minimum 200 word reply to the writer of that posting that explains what you appreciate about their posting. Then, of the postings that selected the same quotation you picked, choose the one that you think is most similar to your own reasons for liking that quotation. Write a minimum 200 word reply to the writer of that posting that explains what the two of you seem to agree on about critical thinking. These two replies are due by 11 pm, Thursday, Feb. 7. Your replies should also be edited and proofread before being posted. The quotations: "If the cultivation of the understanding consists in one thing more than in another, it is surely in learning the grounds of one's own opinions." - John Stuart Mill, On Liberty "People everywhere enjoy believing things that they know are not true. It spares them the ordeal of thinking for themselves and taking responsibility for what they know." - Brooks Atkinson "Too many people think they are thinking when all they are doing is rearranging their prejudices." - William James "We do not think of the ordinary person as preoccupied with such difficult and profound questions as: 'What is truth? What is authority? To whom do I listen? What counts for me as evidence? How do I know what I know?' Yet to ask ourselves these questions and to reflect on our answers is more than an intellectual exercise, for our basic assumptions about the nature of truth and reality and the origins of knowledge shape the way we see the world and ourselves as participants in it." - Belenky, Clinchy, Goldberger, Tarule, Women's Ways of Knowing "To doubt everything or to believe everything are two equally convenient solutions; both dispense with the need for thought." – Henri Poincare “Truth is an eternal conversation about things that matter, conducted with passion and discipline.” - Parker J. Palmer

C. Title 5 (55376) states that all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study lessons, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.

The instructor will provide an orientation letter to be posted on the Distance Learning website no later than one week before the start date of the class. This letter should include information such as class start date, class format, textbooks, required meetings, proctoring arrangements (if needed), and class login instructions. All instructors will communicate with the class as a whole at least once weekly through tools such as announcements, chats, and/or whole class emails, but will also use email, office hours, individual chats, and/or phone calls to communicate with students individually as needed. All instructors will regularly participate in discussion board discussions throughout each unit to moderate discussion, clarify concepts, and provide feedback to students. Each instructor will provide a mechanism for student questions -- through discussion boards, emails, and/or phone calls -- and will respond in a timely manner, as described in the orientation letter and/or syllabus. In all sections, the instructor will maintain an password-protected electronic gradebook (either through the course management system or through other software) that is updated weekly. Instructors will provide both numeric feedback (scores or letter grades) and comments (narrative comments, answer keys, and/or posted rubrics) for student work. Instructors will contact students who fail to make satisfactory progress in the course. Students who do not respond or who are not participating in class activities (discussion boards and/or other assignments) may be subject to being dropped from the class through the procedure outlined in the class syllabus.

D. Describe how you will promote and monitor effective student-to-student contact.

Students will interact at least once weekly on classwide and/or small group discussion boards. In addition to original posts, students will be required to send a specified number of replies to other students to ensure student-student interaction. In addition, students will comment on each others' essays through structured peer review activities. Students may be required to participate in other
collaborative learning activities online as assigned by the instructor. Students may also interact online informally through chat, email, and "water cooler" discussion boards.

E. Describe and give examples of how student learning will be evaluated.
Student learning will be evaluated through: Analytical/argumentative/persuasive essays; Informal discussion board and/or journal entries (example: Send an original post of at least 200 words to the "Consumer Culture: Form" discussion board that discusses the structure of one of the essays assigned for this unit. Read your classmates' posts and send replies (100 words or longer) to at least two of them). Quizzes, exams, and/or other assessments of student learning (examples: multiple choice or short answer reading comprehension quizzes, practice essay outlines)

F. Describe the college resources that will be required by you and your students in each of the following areas:
1. Facilities (e.g. classroom for orientation sessions, exams, etc.)
Proctoring facilities may be needed for exams.
2. Technology (e.g. software, hardware, technical support, etc.)
Students and instructors must have regular access to computers with Internet connections, up-to-date web browsers, and word processing programs, as well to email services. Such computers are readily available through College of the Canyons' computer labs as well as through the public library system. Technical support should be provided to students who encounter difficulties with the course management system; currently such support is provided through the TLC. The instructor must have access to a course management system (such as Blackboard) to facilitate distributing materials (syllabus, course calendar, handouts), setting up class assignments and message boards, and communicating with students (email, announcements, gradebook). Technical support to instructors should be provided through Computer Support Services.

3. Student Support Services (e.g. online library services, counseling, tutoring, DSPS, etc.)
Students will need access to an online research database (such as Proquest) to allow them to complete research for essays. Students should have access to counseling and tutoring services; currently the TLC provides online tutoring for students in this course.

G. Technologies used for instruction:
Flash
Timed Responses
Third-party software
Images (jpeg, gif, etc.)

How will you ensure that instruction is accessible to students with disabilities?
If timed quizzes or exams are used, measures will be taken to ensure that students who are entitled to extended time do receive it. These measures may include: extending the timer within the course management system, not penalizing the student for going over the timer set within the course management system (as long as it is within the extended time allowed) or giving the quiz or test in an alternate format or setting. If third party-software (or publisher-provided content) is used, the instructor will ask the provider whether or not the materials are compliant with section 508 of the ADA. If the materials are not compliant, the instructor will consult with appropriate College of the Canyons staff to determine if accommodations can be made to make the materials compliant. If it is not possible to make the materials 508 compliant, they will not be used or will be provided as optional resources but not required to complete the assignment.