Modesto Junior College
Course Outline of Record

ENGL 101

I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

ENGL 101 **Composition and Reading**

3 Units

**Prerequisite:** Satisfactory completion of ENGL 50.

**Recommended for Success:** Before enrolling in this course, students are strongly advised to satisfactorily complete READ 184.

Fundamental skills in reading and writing at the college level. Emphasis on exposition, argument, research, and information competency. Students are required to write a minimum of 8,000 words, at least 6,000 of which must be in essays that have a developed thesis. 2,000 - 3,000 words of the 8,000 must be research-based writing. MLA conventions of formatting and documentation.

Field trips might be required. (A-F or P/NP - Student choice) Lecture

Transfer: (CSU, UC) General Education: (MJC-GE: D1) (CSU-GE: A2) (IGETC: 1A)

II. **LEARNING CONTEXT**
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Reading

   i. Identifying thesis, main idea, or unifying theme of a reading selection

   ii. Identifying modes of discourse (description, narration, exposition, and argument) and commenting on the effect of one mode on another in mixed discourse (e.g., the importance of exposition in furthering argument, the effect of description on narration)

   iii. Distinguishing subordinate or supporting ideas and information from main ideas and distinguishing between students' own thoughts and opinions and those of the writer

   iv. Drawing inferences and making judgments about a writer's thought and attitude, recognizing tone of writing and effect of tone in fulfilling the purpose of the writing

   v. Distinguishing between logically sound and fallacious argument, recognizing slanted or propagandistic use of language

   vi. Identifying techniques by which writers fulfill their purposes in various modes of discourse, e.g.,

       a. Organizing principles in description

       b. Transitional devices in exposition

       c. Arrangement of main points in argument

       d. Effective diction in narration
b. Writing

i. Writing Component:

a. Defining needs of audience for background and information and adapting the writing (in diction, tone, point-of-view, choice of modes, etc.) to satisfy the needs and expectations of different audiences

b. Selecting modes of discourse (narration, description, exposition, argument) to fulfill the purpose of the writing

c. Limiting topic or scope of a composition to what can be dealt with responsibly in a given piece of writing

d. Establishing clearly a unifying theme, perception, or attitude (for narrative/descriptive writing) or a unifying controlling idea, proposition, or thesis (for expository, persuasive, or argumentative writing)

e. Principles of organization

f. Development through evidence, example, explanation, an analysis, and/or detail

g. Drawing ideas from a variety of sources (cited references, personal experience, observation, etc.) and choosing sources which best fulfill the purpose of the writing

h. Adapting writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)

i. Using a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and indicate relationship between thoughts and to establish intended emphasis

j. Maintaining logic of central predication and the relationship of parts within the sentence (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses)

k. Using diction that is precise, specific, and economical and avoiding use of trite or hackneyed language

l. Examining and analyzing students' own writing and that of other students with a view toward improving the effectiveness of the writing

m. Proofreading students' own writing and that of other students for errors of grammar, spelling, and punctuation

n. Rethinking and revising compositions to improve overall organization, clarity and coherence, focus of thought, relevance, and sufficiency of detail or support

o. Review of paragraph construction: use of paragraphing to indicate over-all organization, review of principles of paragraph unity and organization of paragraphs

p. Review of ways of achieving coherence within and between paragraphs

q. Review of grammar and standard written English as needed

ii. Research Competency Component:

a. Process of stating a research question, problem, or issue

b. Determination of information requirements for the research question, problems, or issue

c. Use of traditional and information technology tools to locate and retrieve relevant information
d. Ethical and legal issues surrounding information and information technologies

e. Strategies for evaluating and articulating information credibility

f. Strategies to deploy and effectively integrate research in written argument

g. Methods for citation of research sources in MLA format

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ENGL 50.

2. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete READ 184.

3. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Employ reading competence equal to the tenth grade level or higher.

   b. Adapt tone and point of view in writing and select argument appropriate for the intended audience.

   c. Limit topic or scope of a composition.

   d. Establish clearly a unifying theme, perception, or thesis for a composition.

   e. Develop main points or select examples, details, and/or pieces of evidence that are relevant to the established thesis.

   f. Organize the main parts of the thesis, choosing a sequence that contributes to clarity.

   g. Express the thesis of a composition in a clear sentence.

   h. Use detail and example to develop and elaborate upon subtopics.

   i. Compose fully developed paragraphs that are unified in thought and purpose.

   j. Use conventions of written standard English correctly to write clear sentences.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Lecture
2. Lead directed class discussion, e.g., class analysis of a reading selection, discussion of examples of student writing, or discussion of ideas and approaches for a future assignment.

3. Assign presentations in which students demonstrate writing techniques and/or rhetorical strategies.

4. Demonstrate writing techniques and/or rhetorical strategies.

5. Facilitate peer workshops of written work.

6. Offer guided practice.

7. Hold individual and/or small group writing conferences.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   
   Time spent on coursework in addition to hours of instruction (lecture hours)

   1. This course requires a minimum of 8,000 words of edited formal writing. At least 6,000 of those words must be in academic papers in which a thesis is developed. The course also requires 2,000 - 3,000 of those words to be research-driven writing. Students are typically assigned between four and six papers per term, and they typically take each assigned paper through two or three drafts before turning it in for a grade.

   2. Students are typically assigned between 50 and 100 pages of reading per week, and they must usually write informal responses or journal entries on the reading assignments.

2. EVIDENCE OF CRITICAL THINKING
   
   Assignments require the appropriate level of critical thinking

   1. Out-of-Class Essays:

   a. In a well-supported, well-organized, thesis-driven essay of 1000 to 1500 words, compare and/or contrast James Baker's essay and Kathleen Fury's essay. As you write your essay, please keep in mind the following caveats: (1) "Every paper of comparison or contrast needs a specific purpose according to the rhetorical situation" (Dietsch 186). (2) "Three common pitfalls to avoid are (1) stating the obvious, (2) trite expressions, and (3) hasty generalizations" (Dietsch 197). (3) "If you do not give credit to an author, the offense is plagiarism" (Dietsch 339).

   b. Write an analysis and response essay to the central idea in one of the following works: John Updike's "the Disposable Rocket," Judith Ortiz Cofer's "Silent Dancing," Scott Russell Sanders' "The Inheritance of Tools," Rudolph Chelminski's "Turning Point," or Annie Dillard's "The Stunt Pilot." Analysis means to break something down to its components. It is the antithesis (opposite) of synthesis, which describes putting component parts together. When you are asked to analyze a text, you are being asked to examine "how a text makes its point," in the words of the late teacher Diana Hacker. A response to an author's content and, especially, the author's thesis, is what is commonly known as reader response to a text. While analysis is mostly objective, response is subjective.

   c. Start with an appropriate, academic question to research. After completing your research, you'll develop a hypothesis, the answer to your question. You'll be required to find, read, analyze and include material from a minimum of five sources of at least three types. Your research essay is the result of your search to find answers to your research question. You must properly cite your sources in the body of your essay and on your works cited page. Minimum word count: 2,000 words.

2. In-Class Essays:

   a. Choose one of the following topics and write an essay of at least 750 words (about five double-spaced pages) in response. Your essay should demonstrate that you have achieved control of the major aspects of writing we have studied this semester: thesis, organization, transitions, acknowledgment of the other side of an argument, use of quotations, grammar (especially avoidance of run-on sentences and fragments), and proper documentation, to name
a few.

b. Why do people not respond against injustice? Consider the stories “The Lottery” and “The Ones Who Walk Away” plus Huxley’s essay on Hitler.

c. Do you feel that your race, gender, or religious belief (or unbelief) has hindered your pursuit of academic or career goals (or given you an unfair advantage)?

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

   critically read and analyze college-level texts; gather, evaluate, and synthesize various information sources for use in written compositions; and write college-level essays.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:

   a. Read and think critically.
b. Evaluate and articulate the credibility of print and online sources.

c. Use scholarly sources in a legitimate way, a. summarizing and paraphrasing source material, b. synthesizing multiple sources, c. integrating source ideas with his or her own ideas, and d. avoiding plagiarism by documenting sources according to MLA conventions.

d. Write papers that demonstrate the use of expository and argumentative or persuasive forms of writing.

e. Write papers that are correctly formatted according to MLA conventions.

f. Write papers that demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling.

g. Write papers that show evidence of drafting, revising, and editing to reflect an academic style and tone.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. In-class essays

2. 2,000 - 3,000 words of research-based writing using current MLA conventions of documentation (required)

3. Quizzes and examinations

4. Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed. 2,000 - 3,000 words of researched writing must be included in the minimum writing requirement.)

5. Participation in class discussion

B. SUMMATIVE ASSESSMENT

1. An in-class final essay exam is required as the summative assessment for this course.