



IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: Arts and Letters

DATE: June 02, 2011

COURSE TITLE: Composition and Rhetoric

COURSE NO.: ENGL 101

UNITS: 3

LEC HRS. 54.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

The standard course in freshman English. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear including the production of a well-documented research paper.

II. A. PREREQUISITES, if any:

ENGL 099 with a minimum grade of C or better or
ENGL 010 with a minimum grade of C or better or
Appropriate placement

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO4, ILO5)

Demonstrate mastery of pre-writing strategies, including brainstorming and outlining. (ILO1, ILO2)

Develop an essay of multiple pages that effectively presents and strongly supports a clear thesis statement. (ILO1, ILO2)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Student will demonstrate the use of discovery techniques in writing and interpret readings,

- thereby developing his/her own point of view for further writing.
2. Student will show supporting details in his/her own writing as well as identify and evaluate supporting details in the writing of others.
 3. Student will apply the principles of essay structure, focusing on introduction-body conclusion, thesis statement, rhetorical modes, and will be able to identify, analyze, and apply the principles of essay coherence in others' and own writing.
 4. Student will identify logical fallacies and apply the principles of the nature of evidence, as well as identify and analyze, essay coherence, especially in relation to tone, purpose, and audience.
 5. Student will develop text interpretation supported by citations, synthesized with the study and application of research documentation and library skills to produce a research paper.
 6. Student will practice connotative and figurative language, while writing for an academic audience requiring carefully edited sentences.
 7. Student will write a series of at least 4 essays, incorporating the rhetorical modes, along with a persuasive research paper, composing a total of 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries; journals or other assigned writing may be used to meet the requirement.
 8. Student will participate in a number of activities and areas of study as deemed appropriate by the instructor.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Development of discovery techniques in writing in conjugation with response to, and interpretation of reading.	30.00%
2. Development of supporting detail in own writing; identification and evaluation of supporting detail in own and other's writing.	22.00%
3. Analysis and application of principles of essay structure, focusing on introduction-body-conclusion, thesis, and rhetorical modes in identification, analysis, and application of the principles of coherence.	11.00%
4. Study and identification of logical fallacies and study and application of the principles of the nature of evidence in composition; in other and own writing, especially in relation to tone, purpose, and audience.	10.00%
5. Development of text interpretation supported by citations, synthesized with the study and application of coherency devices with research documentation (from library skills) for the production of a research paper.	11.00%
6. Study and practice of skillful sentencing and use of connotative and figurative language with special attention to proofreading of academic prose.	11.00%
7. Other activities as deemed appropriate by the instructor for individual classes to achieve course goals.	5.00%
NOTE: For specific details, see instructor's syllabus	0%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Objective

Oral Assignments

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity

Lecture

Simulation/Case Study

Distance Learning

Audio Visual

Computer Assisted Instruction

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

Write an essay arguing a given position on a chosen topic. The essay should include 8-10 sources and be at least 2,000 words in length. Write an essay of at least 1,000 words on the following topic: Read Dorothy Allison's "Panacea". Then write an essay in which you describe a food that is as "memory-laden" for you as gravy is for Allison. Be sure that your essay includes a story that brings the context of that "memory-laden" food to life for your readers.

Reading and Writing:

Read the section in the textbook on "Hate Crimes." Then write a paragraph answering the following: How do the two authors' positions differ on this issue? What types of support do the authors include in their essays? What sort of counterargument (if any) do the authors provide?

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Miller (2009). *Harbrace College Handbook* (17th/e). ITP. ISBN: -
 Kirszner (2010). *Patterns for College Writing* (11th/e). STMAR. ISBN: -
 Morehead, D. (2010). *New American Roget's College Thesaurus* (3rd/e). Singet. ISBN: -
 Strunk, W., White, E.B., Angell, R. (2009). *Elements of Style* Pearson Allyn & Baron. ISBN: -
 Oliver (2009). *Best American Essays 2009* Mariner Books. ISBN: -
 Elbow (2000). *A Community of Writers* (3rd/e). McGraw-Hill. ISBN: -
 Flachmann & Flachmann (2010). *The Prose Reader* (9th/e). Longman. ISBN: -
 Kirszner & Mandell (2010). *Wadsworth Handbook* (9th/e). Wadsworth. ISBN: -
 MLA (2009). *MLA Handbook for Writers of Research Papers* (7th/e). MLA. ISBN: -
 Webster (2008). *Webster's New Collegiate Dictionary* (11th/e). Merriam-Webster. ISBN: -
 VanderMey (2009). *The College Writer* (3rd/e). Wadsworth. ISBN: -
 Short Essays

Attached Files

[ENglish 101 SLOs](#)