



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

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**DIVISION:** English **DATE:** December 09, 2020  
**COURSE:** ENGL 105 Intensive Composition and Reading **UNITS:** 5.00  
**LEC HRS:** 72.00 **ACTIVITY LAB HRS:** **LAB HRS:** 54.00  
**OUT OF CLASS HRS:** 144.00 **TOTAL STUDENT LEARNING HRS:** 270.00  
**CLASS SIZE:** 30 **ONLINE CLASS SIZE:** 30 **LARGE QUOTA:** No

**CROSS-REFERENCED COURSE:**

**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. This version of freshman English incorporates a lab component to provide intensive instruction in reading, writing, research, and critical thinking skills to aid in student success. Limitation on Enrollment: Course not open to students with a C or higher in English 110. (C-ID: ENGL 100) (CSU/UC)

**II. A. PREREQUISITES, if any:**

ENGL 009 or  
ENGL 010 with a grade of "C" or better or appropriate placement based on AB 705.

**B. COREQUISITES, if any:**

**C. RECOMMENDED PREPARATION, if any:**

**D. RECOMMENDED COMPANION COURSE, if any:**

**III. GRADING CRITERIA**

Letter Grade Only

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

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

1. Write multiple essays—including one research paper and one final exam—that, together, add up to 6,000 words of formal writing
2. Demonstrate a command of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
3. Compose error-free essays that avoid sentence-level and grammar problems
4. Compose unified essays that include support for the thesis statement, clear development, and effective transitions
5. Demonstrate a command of writing patterns by effectively integrating various rhetorical modes, such as compare/contrast, definition, cause/effect, and argumentation together to produce sophisticated, college-level essays as appropriate
6. Demonstrate an ability to adapt writing strategies to the requirements of the writing situation (e.g. in-class writing, research writing, reflective writing) or to tailor a written assignment to address specific audiences (both general and academic)
7. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper
8. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines
9. Demonstrate a command of rules regarding plagiarism and academic ethics
10. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
11. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
12. Analyze and evaluate the strategies an author uses to make and support a claim, including the use of fallacies
13. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts
14. Review and apply foundational writing skills including grammar and sentence structure.

15. Read model essays and the work of peers to identify strengths and/or weaknesses.
16. Read and evaluate texts for relevancy, appropriateness, and accuracy

## **V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:**

### **Lecture Outline**

#### Essay Development

1. Write multiple essays—including one research paper and one final exam—that, together, add up to 6,000 words of formal writing
2. Demonstrate a command of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
3. Compose error-free essays that avoid sentence-level and grammar problems
4. Compose unified essays that include support for the thesis statement, clear development, and effective transitions
5. Demonstrate a command of writing patterns by effectively integrating various rhetorical modes, such as compare/contrast, definition, cause/effect, and argumentation together to produce sophisticated, college-level essays as appropriate
6. Demonstrate an ability to adapt writing strategies to the requirements of the writing situation (e.g. in-class writing, research writing, reflective writing) or to tailor a written assignment to address specific audiences (both general and academic)

#### Research

1. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines
3. Demonstrate a command of rules regarding plagiarism and academic ethics

#### Reading and Critical Thinking

1. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
2. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
3. Analyze and evaluate the strategies an author uses to make and support a claim, including the use of fallacies
4. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts

### **Lab Outline**

1. Critically read, analyze, and evaluate a variety of primarily non-fiction texts for content and context.
2. Utilize appropriate pre- and post-reading strategies to analyze patterns of organization within a variety of texts.
3. Write grammatically correct sentences that adhere to conventions of written English.
4. Integrate the ideas of others through paraphrasing, summarizing, and quoting utilizing appropriate MLA format and guidelines.
5. Compose, evaluate, and edit a basic essay with introduction, body, and conclusion, which includes organizing an essay around a controlling idea and developing main idea paragraphs with effective use of supporting details.
6. Review and apply foundational writing skills including grammar and sentence structure.

## **VI. 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

## VII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity

Lecture

Simulation/Case Study

Distance Learning

## VIII. ASSIGNMENTS:

### Out-of-class

1. Reading and synthesizing from a variety of texts. 2. Primary and secondary research. 3. Essay assignments based on readings and research, to include at least one comprehensive research paper. For example: "Write an essay arguing a given position on a chosen topic. The essay should include 8-10 sources and be at least X words in length."

### Reading and Writing

1. Peer review and other drafting and revision workshops for essay assignments. 2. In-class writing including essay exams. Collaborative writing, presentation, and research projects. 3. Analysis of reading, research, and other class materials and texts. 4. Practice with paraphrase, quotation, and appropriate documentation of sources. 5. Practice recognizing the difference between synthesizing and documenting information and plagiarism in their own and others' writings. 6. Read expository texts for the purpose of identifying author's purpose and audience, the main idea(s), and key supporting details. 7. Read model essays and the work of peers to identify strengths and/or weaknesses. 8. Read and evaluate texts for relevancy, appropriateness, and accuracy. 9. Read fiction and non-fiction texts for the purpose of identifying effective rhetorical moves and developing the ability to understand and use complex grammatical constructions. 10. Engage in work at all stages of the writing process: prewriting, brainstorming, freewriting, drafting, revising, editing, and reflecting upon one's own work. 11. Write short essays, reflection journals, reading responses, and summaries in support of expository writing assignments.

## IX. TEXTBOOK(S) AND SUPPLEMENT(S):

Ackley 2017. *Perspectives on Contemporary Issues* 8. Cengage

Harris 2017. *Using Sources Effectively* 5. Routledge

Kirzner & Mandell 2017. *Patterns for College Writing* 14. St. Martin's Press

Axelrod & Cooper 2016. *The St. Martin's Guide to Writing, Short Edition with 2016 MLA Update* 11e. Bedford/St. Martin's

Flachmann & Flachmann 2016. *The Prose Reader* 11. Longman

Kirszner & Mandell 2016. *The Pocket Wadsworth Handbook* 6. Wadsworth

Miller 2016. *Harbrace College Handbook* 19. Cengage

MLA 2016. *MLA Handbook for Writers of Research Papers* 8. MLA

Ramage, Bean, Johnson 2016. *Writing Arguments: A Rhetoric with Readings* 7. Pearson

Strunk, W., White, E.B., Angell, R 2009. *Elements of Style* Pearson

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## X. STUDENT LEARNING OUTCOMES:

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

1. Compose college-level essays that contain clear thesis statements, effective support, and unified organization.
2. Develop essays that avoid sentence-level and grammatical errors.
3. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines.

4. Demonstrate an ability to comprehend and interpret a variety of college-level texts, including complex arguments and at least one full-length novel, play, or non-fiction book, without relying on outside sources for assistance.

## **XI. ADDENDUM**

### **Distance Education Addendum**

Delivery Method:

Online Hybrid (51% or more of course is held on-campus)

Online/Web-based

Contact Types and Frequency:

This course complies with the [IVC Regular Effective and Substantive Contact Guidelines](#) by providing the following contact types:

- Orientation at start of course - Once
- Announcements/Bulletin Boards - Weekly or as needed
- Chat Rooms - Weekly or as needed
- Discussion Boards - Weekly or as needed
- Email Communication - Weekly or as needed
- Teleconferencing - As needed
- Telephone conversations - As needed
- Voice mail - As needed
- Office hours - Weekly
- Scheduled Face-to-Face Meetings - Frequency: Up to three face-to-face meetings (orientation, midterm, final). More meetings may be required according to instructor preference
- Study and/or Review Sessions - As needed
- Virtual Office Hours - Weekly

This course complies with the American's with Disabilities Act Section 508 as described in the [IVC Distance Education Handbook](#)

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