School of: Language and Literature
Department: English
Discipline: English
Course Designator and Number: ENGL 115
Title: College Composition: Reading and Writing Analytically

Origination Date: 09/01/1963
Modification Date: 09/11/2014
Effective Date: 2015 Fall
Effective Catalog Year: 2015–2016
Units 4  Lec 4  Lab 0
Total Contact Hours: 72

Same as other course(s) designator(s),

Grading Basis: Grade or Pass/No Pass option available

Repeatable: 0

Corequisite:
Limitation on Enrollment:
Prerequisite:
ENGL 99 or
ENGL 114 or the equivalent skill level as determined by the Southwestern College English Assessment or equivalent;
RDG 158 or the equivalent skill level as determined by the Southwestern College Reading Assessment or equivalent

Recommended Concurrent Enrollment:
Recommended Preparation:

Course Description & Scope: (50 words or less)
Provides instruction and practice in reading and writing expository, analytical, and argumentative essays. Emphasizes textual analysis, writing analytically, logical reasoning, research techniques, information literacy, and documentation. Includes drafting, revising, and editing written work. [D; CSU; UC; C-ID ENGL 100]

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by the instructor, at 70% Proficiency for a Grade of "C":
1. Student will compose a minimum of 6,000 words of formal writing for this course, including at least three essays of 750 words or more, at least one timed in-class essay, and an analytical essay of 5-10 pages, using outside sources, documented according to MLA guidelines.
2. Student will develop and apply varied and flexible strategies for generating, drafting, and revising essays.
3. Student will apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses/claims, and effective support.
4. Student will perform a variety of informal writing tasks, such as reading responses, journal writing, and reflections on the writing process.
5. Student will apply a variety of critical reading strategies to interpret, analyze, and evaluate a range of primarily non-fiction texts for context, content, and rhetorical merit with a consideration of tone, audience, and purpose.
6. Student will assess the rhetorical appeals and stylistic choices in his/her writing and the writing of others.
7. Student will locate, interpret, analyze, and evaluate primary and secondary source materials.
8. Student will correctly summarize, paraphrase, quote, integrate, and cite source material to support arguments and avoid plagiarism.
9. Student will describe and apply editing and proofreading techniques to ensure a level of grammar consistent with the minimum college-level writing standards set forth by the department.

Core Content to be covered in all sections:

1. Approximately 50% of course
   Writing analytically
   • Writing process strategies
   • Essay structure and precis review
   • Organizational patterns for longer essays
   • Multiple-paragraph introductions
   • Complex claims/theses
   • Analytical paragraph development and support
   • Sophisticated transitions
   • Significant conclusions
   • Selecting and integrating source material with summary, paraphrase, and quoting
   • MLA documentation
   • Writing for specific audiences
   • Reflective writing
   • Editing and proofreading

2. Approximately 30% of course
   Rhetorical analysis
   • Argument and exposition
   • Author’s purpose
   • Audience
   • Claims
   • Assertions
   • Evidence
   • Warrants/premises/assumptions
   • Effect of structure
   • Rhetorical devices and persuasive appeals
• Implications
• Genre/disciplinary conventions

3. Approximately 20% of course Research techniques
   • Internet and database search strategies
   • Specialized indexes and reference books
   • Sources as search leads
   • Independent research (interviews)
   • Coverage, currency, and genre considerations
   • Primary vs. secondary sources
   • Avoiding plagiarism
   • Source evaluation

NOTE: For specific details, see instructor's syllabus.

Method of evaluation to determine if objectives have been met by students:

1. Class activities
2. Essay
3. Homework
4. Individual activity
5. Problem solving
6. Quizzes
7. Skills demonstration
8. Written assignments

Other Methods of evaluation:

Example of Assignments:

Reading
Watch the PBS documentary “Waging a Living” and then read Harlon Dalton’s essay on the Horatio Alger myth. Write a 1000-word comparative analysis of the two texts. Possible points of comparison include the filmmaker's and author's main points, the positions of the filmmaker and author relative to their subjects (i.e., first-person or “insider” perspective versus third-person or “outsider” perspective), evidence used, and the overall purpose of each text.

Writing
Write a five- to ten-page analysis paper that extends and complicates an idea, theme, or social/cultural issue addressed in class. Include five credible secondary sources, one informational interview source, and at least one of the articles we have read in class. The essay should be formulated as an argument that enters into a critical discussion, assesses the available points of view within this discussion, locating the potential tensions within it, and then adds to the conversation in a productive way.

Other
Annotated Works Cited
In order to strengthen your use of MLA format and documentation, prepare a Works Cited page for ten different sources (magazine articles, books, online essays, web pages, and/or other publications) related to a topic you choose. Below each of the entries include an annotation, a brief description of the source, or a summarization of at least 50 words.
**Group Activity**

Working with a small group of classmates, create a rhetorical precis of 150-250 words. Identify the author's purpose, main arguments, and intended audience as well as the types of evidence of an essay given to you to read and discuss. Prepare to present your precis to the class.

**Critical Thinking**

Using the "charting" process explained in class, identify what the author is "saying" and "doing" in each paragraph of Tom Krattenmaker's argument, "How Little We Know about Religion." Identify what the author is "saying" by identifying each paragraph’s main idea. Identify what the author is "doing" by including specific verbs such as asserts, incorporates, illustrates, introduces, etc. to describe the author’s argument strategy.

**Instructional Methodology:**

Requires a minimum of three (3) hours of work per unit, including class time.

1. Audiovisual
2. Demonstration
3. Discussion
4. Distance education
5. Group activity
6. Individual assistance
7. Lecture
8. Workshop

**Required and major optional reading(s), including textbook(s) and software:** (Author: Last name, First name. Title. 2nd ed. (or higher edition) Location: Publisher, Year)

**Required:**


Optional:


Codes

*Is this an approved special class for students with disabilities?* No

*Is this course a part of a cooperative work experience program?* No

**Funding Agency Category:** Y Not Applicable

*Is this a basic skills course?* No

**Course Offered:** Fall, Spring, Summer