

## PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

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|--------------------|------------------------|--|--------------|
| <b>COLLEGE:</b>    | Laney College          | <b>STATE APPROVAL DATE:</b>                | 09/26/2010   |
| <b>ORIGINATOR:</b> | Christopher Weidenbach | <b>STATE CONTROL NUMBER:</b>               | CCC000351288 |
|                    |                        | <b>BOARD OF TRUSTEES APPROVAL DATE:</b>    | 06/14/2016   |
|                    |                        | <b>CURRICULUM COMMITTEE APPROVAL DATE:</b> | 04/15/2016   |
|                    |                        | <b>CURRENT EFFECTIVE DATE:</b>             | 08/22/2016   |

**DIVISION/DEPARTMENT:** Laney College

**1. REQUESTED CREDIT CLASSIFICATION:**

Credit - Degree Applicable  
Course is not a basic skills course.  
Program Applicable

**2. DEPT/COURSE NO:**

ENGL 001A

**3. COURSE TITLE:**

Composition and Reading

**4. COURSE:** Laney Course  
Updating

**TOP NO.** 1501.00

**5. UNITS:** 4.00

**HRS/WK LEC:** 4.00 Total: 70.00

**HRS/WK LAB:**

**HRS/WK TBA:**

**6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT:**

**7. JUSTIFICATION FOR COURSE:**

Acceptable for credit: CSU, UC. Satisfies General Education requirement for transfer to U.C. and CSU system.

**8. COURSE/CATALOG DESCRIPTION**

Reading and writing expository prose: Critical thinking, identifying logical fallacies, and reasoning inductively and deductively.

**9. OTHER CATALOG INFORMATION**

a. Modular: No If yes, how many modules:

b. Open entry/open exit: No

c. Grading Policy: Letter Grade Only

d. Eligible for credit by Exam: No

e. Repeatable according to state guidelines: No

f. Required for degree/certificate (specify):

Existing - AA/AS area 4a, 4d

g. Meets GE/Transfer requirements (specify):

Acceptable for credit: CSU, UC

h. C-ID Number: ENGL 100 Expiration Date:

i. Are there prerequisites/corequisites/recommended preparation for this course? Yes

Date of last prereq/coreq validation: 04/15/2016

j. Acceptable for Credit: CSU/UC

- 10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS):** (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Read college-level materials with comprehension and discrimination, discerning main ideas and relationships between details and generalizations, and understanding implications, tone, audience, and a variety of rhetorical techniques.
2. Evaluate evidence; distinguish between fact and inference; recognize common fallacies in reasoning.
3. Develop essays – in response to readings – which demonstrate critical reading skills and the ability to analyze expository prose.
4. Write well-organized and coherent essays of 500-1000 words or longer, developed with appropriate reasons, examples, details, and facts, with minimal errors in grammar, spelling, and punctuation.
5. Use modes of development in writing essays such as persuasion, analysis, classification, comparison and contrast, definition, précis, and description.
6. Write an informative research paper using a variety of appropriate sources, including books and articles; and containing a correctly formatted bibliography and citations.
7. Write effective introductory and concluding paragraphs.
8. Demonstrate sentence variety and style.
9. Use appropriate college-level diction in writing.

- 11A. COURSE CONTENT:** List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

**LECTURE CONTENT:**

1. Discussion and analysis of college-level texts, using critical schema, including summarizing, paraphrasing, analysis of audience and purpose, analysis of various structures employed in arguments, distinguishing between fact and inference, evaluating evidence, and recognizing common fallacies. 35%
2. Drafting and revising of argumentative essays, employing various rhetorical modes. 35%
3. Sentence logic, development and style. 10%
4. Academic research and documentation techniques. 10%
5. In-class essay strategies including practice exams. 10%

**11B. LAB CONTENT:**

This course has no lab.

- 12. METHODS OF INSTRUCTION** (List methods used to present course content.)

1. Critique
2. Discussion
3. Distance Education
4. Field Trips
5. Individualized Instruction
6. Lecture
7. Multimedia Content
8. Projects
9. Threaded Discussions
10. Other (Specify)

**Other Methods:**

Panel presentations Peer review Online e-group exchange Film, video, and digital media In-class reading, writing, response Instructor-student conferences

- 13. ASSIGNMENTS:** 8.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

**Out-of-class Assignments:**

1. Reading assignments and quizzes. 2. A minimum of 8,000 words of prose. 3. Library, media and web-based research. 4. Writing assignments including responses to readings.

ASSIGNMENTS ARE: (See definition of college level):

Primarily College Level

- 14. STUDENT ASSESSMENT:** (Grades are based on):

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

**SKILL DEMONSTRATION****OTHER (Describe):**

Essays include numerous short essays, the research paper, written responses to reading assignments, mid-term and final exams, the Departmental Exam, and numerous in-class quizzes.

- 15. TEXTS, READINGS, AND MATERIALS**

**A. Textbooks:**

Colombo. 2013. *Re-Reading America* 9th. Bedford/St. Martin's

Graff & Birkenstein. 2014. *They Say / I Say* 3rd. Norton & Co.

Jacobus, L.. 2013. *A World of Ideas: Essential Readings for College Writers* 9th. Bedford/St. Martin's

Kirszner. 2013. *The Blair Reader* 8th. Prentice Hall

Orwell. 1950. 1984 reissue. Signet Classics

Rationale: Classic text. Many editions available.

Raimes, A.. 2013. *Keys for Writers* 7th. Wadsworth

Zinn, H.. 2015. *A People's History of the United States* Reissue edition. Harper

Rationale: This classic text provides a compelling historical narrative that is important to students' contextual understanding of classic and contemporary essays and public discourse.

Why We Fight, 2006, dir. Eugene Jarecki (documentary film)

\*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

**B. Additional Resources:****Library/LRC Materials and Services:**

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? Yes

Are nonprint materials adequate? Yes

Are electronic/online resources available? Yes

Are services adequate? Yes

Specific materials and/or services needed have been identified and discussed. Librarian comments:  
Please provide librarian with list of recent, recommended supplementary(non-textbook) titles to support the curriculum.

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

**16. DESIGNATE OCCUPATIONAL CODE:**

E - Non-Occupational

**17. LEVEL BELOW TRANSFER:**

Y = Not Applicable

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**SUPPLEMENTAL PAGE**

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Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued."  
Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

1a. Prerequisites/Corequisites/Recommended Preparation:

**PREREQUISITE(S):**

ENGL 201B: Preparation for Composition and Reading or appropriate placement through multiple-measures assessment

Subject course and pre/corequisite is: Sequential

or

ESL 021B: Writing 6 (Composition/Reading)

or

ENGL 264B: Preparation for Composition, Reading, and Research

Subject course and pre/corequisite is: Sequential

or

ESL 052B: Advanced Reading and Writing

Subject course and pre/corequisite is: Sequential

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