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

DIVISION: Arts and Letters DATE: March 30, 2011

COURSE TITLE: English Composition - Accelerated COURSE NO.: ENGL 010 UNITS: 4

LEC HRS. 54.00 LAB HRS. 36.00

If cross-referenced, please complete the following

COURSE NO.(s) COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

Accelerated class that prepares students for transfer-level English composition and associate-degree classes. Emphasizes and develops skills in critical reading and academic writing. Strongly recommended: participation in the writing placement (Accuplacer) process.

II. A. PREREQUISITES, if any:

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:

1. Compose a multi-paragraph essay that responds to a prompt and is structured around a controlling idea or thesis. (ILO1, ILO2, ILO5)
2. Compose a multi-paragraph essay with few errors in sentence structure such as fragments, comma splices, and run-on sentences. (ILO1, ILO2)
3. Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO2, ILO3, ILO4)
4. Demonstrate critical thinking skills by analyzing and responding to a selected reading. (ILO1, ILO2, ILO4, ILO5)

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

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

1. Develop and apply the use of discovery techniques in writing and interpreting readings.
2. Demonstrate an understanding of connotative meaning and figurative language in the student's own writing and in the study and analysis of others' writings.
3. Utilize pre-writing techniques to develop multi-paragraph essays that are clearly structured around a controlling idea or thesis.
4. Write essays that demonstrate understanding of various rhetorical modes, such as description, narration, comparison/contrast, cause/effect, exemplification, definition, and argumentation.
5. Recognize and identify various audiences, both general and academic, in order to tailor a written assignment to address a specific audience.
6. Develop text interpretation supported by citations from the readings.

7. Practice a variety of sentence types and successfully demonstrate principles of effective sentence construction and punctuation.
8. Acquire a level of control over subject-verb agreement and consistent verb tense while avoiding fragments and run-ons.
9. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities to improve reading and writing.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Develop and apply the use of discovery techniques in writing and interpreting readings.	10.00%
2. Demonstrate an understanding of connotative meaning and figurative language in the student's own writing and in the study and analysis of others' writings.	10.00%
3. Utilize pre-writing techniques to develop multi-paragraph essays that are clearly structured around a controlling idea or thesis.	15.00%
4. Write essays that demonstrate understanding of various rhetorical modes, such as description, narration, comparison/contrast, cause/effect, and argumentation.	30.00%
5. Recognize and identify various audiences, both general and academic, in order to tailor a written assignment to address a specific audience.	10.00%
6. Develop text interpretation supported by citations from the readings.	10.00%
7. Practice a variety of sentence types and successfully demonstrate principles of effective sentence construction and punctuation.	5.00%
8. Acquire a level of control over subject-verb agreement and consistent verb tense while avoiding fragments and run-ons.	5.00%
9. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities to improve reading and writing.	5.00%
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:

Audio Visual

Computer Assisted Instruction

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity

Lecture

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:
1. Read chapter # of the book. As you read, focus on the author's points about X and Y. Before class, respond to the following questions on this chapter. First, what is the author's point about X? How does it alter or change Y? Second, what are the implications of the author's proposal Z? 2. After reading Deborah Tannen's book "You Just Don't Understand," write a comparison-contrast essay where you explore the similarities and differences in the ways that men and women use Facebook. When exploring these topics, be sure to include references to Tannen's ideas about the different ways that men and women communicate with one another.

Reading and Writing:
1. Read essay "X". Then write an in-class essay in response to the following questions: what is the author's main idea? What is your opinion of this idea? Make sure to support your answers with specific, concrete evidence from your own experience, your understanding of others, or your readings. 2. Read essay "X"; then freewrite for fifteen minutes about the essay and what it implies about Y. We will use this freewrite as the starting point for our next essay assignment.

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

McLean, Scott (2011). *Writing for Success* Flat World Knowledge.
Brandon, Lee and Kelly Brandon (2011). *Paragraphs and Essays with Integrated Readings* (11th/e). Wadsworth.
Anker, Susan (2010). *Real Writing with Readings* (5th/e). Bedford/St. Martin's.
Russell, Karin L. (2012). *Write Now* McGraw Hill.

McWhorter, Kathleen (2009). *Expressways Writing Scenarios: Paragraphs and Essays* (2nd/e). Pearson.
Schlosser, Eric (2007). *Fast Food Nation* Harper Collins.
Tannen, Deborah (2007). *You Just Don't Understand* Harper Collins.
Gladwell, Malcolm (2008). *Outliers* Little, Brown & Co.
Ehrenreich, Barbara (2008). *Nickel and Dimed* Metropolitan Books.
Beah, Ishmael (2008). *A Long Way Gone: Memoirs of a Boy Soldier* Farrar, Straus and Giroux.
Scalzi, John (2007). *Old Man's War* Tor.
Card, Orson Scott (2002). *Ender's Shadow* Starscape.
Lorenz, Konrad (1997). *King Solomon's Ring* Plume.
Boyle, T.C. (2011). *The Tortilla Curtain* Penguin.
Elbow, Peter and Patricia Belanoff (1999). *A Community of Writers* (3rd/e). McGraw Hill.
Brand, Stewart (1999). *The Clock of the Long Now: Time and Responsibility* Basic Books.