

Mt. San Jacinto College

Integrated Course Outline of Record

Form B

Submitted by: Rebecca Coleman

Date: 12/13/2018

Department	Subject	Course Number	Title
English	English ENGL	101	College Composition (formerly Freshman Composition)

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.

Each laboratory unit requires 3 hours per week of class time.

Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
4.00	4.00
Lecture Contact Hours	Total Contact Hours
64.00 - 72.00	64.00 - 72.00
Lecture Homework Hours	
128.00 - 144.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

D1 LANGUAGE AND RATIONALITY - ENGLISH COMPOSITION
H READING COMPETENCY

General Education Justification:

English 101 is the quintessential transferable composition course for MSJC. It is also the course that demonstrates competency in academic writing and reading. English Composition (English 101) is the appropriate course for the D1 Language and Rationality - English Composition requirement because the course requires students to: "assess many different situations, involving diverse people and viewpoints, and compose appropriate responses in writing and speaking" within the readings and the academic writings (GELO1); "analyze the substance of others' comments through active listening" (GELO2) which is accomplished through the sharing of essays, research, and presentations; "evaluate and analyze texts through active reading, writing, and discussion" (GELO3) which is accomplished through a variety of writer's workshops; and finally "locate and evaluate information by selecting and using appropriate research methods and tools" (GELO4) which is done throughout the various research based writings and projects done in the course. For category H, Reading Competency, since English 101 is a text-based reading and reasoning course with an emphasis on critical thinking, critical reasoning, and critical reading, students will: "develop the ability to use contextual clues to determine meaning of vocabulary words while expanding vocabulary usage and understanding" (GELO1); "model college-level reading pace and ability" (GELO2); "improve understanding of reading materials by using appropriate comprehension strategies" (GELO3); "synthesize ideas and generate questions in order to apply reasoning and logic to material that is read" (GELO4); "construct critical meaning from readings as demonstrated through analytical writing" (GELO5). Due to the amount of reading and writing in the course, each of the GELOs for reading competency will be accomplished throughout the class.

Maximum
Enrollment:

28

Course requires significant response to written materials - check all that apply:

* Course requires more than seven 3+ page papers to grade per student per semester.

* Course requires an unusually large amount of written work to be responded to individually by the instructor per semester.

Course requires significant individualized instruction or assessment – check all that apply:

* Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Maximum
Enrollment
Justification:

Justification: There is a large amount of writing required by IGETC and C-ID in this class (at least 24 pages per student). Because of this, individualized instruction and feedback are required to ensure students' skills in writing, thinking, researching, and documenting sources are at a level to be successful in college courses here and universities, as well as for jobs. Student success necessitates a smaller course cap.

Grading Method: Letter Grade or P/NP

TOP code: 1501.00

Can be
Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course provides instruction in writing academic analytic essays. Students will learn to interpret and respond to sources analytically, conduct academic-level research, and incorporate those sources into research papers. This course satisfies graduation and transfer requirements.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course provides instruction in writing academic analytic essays, conducting academic-level research, and incorporating those sources into research papers.

Need for the course:

This course fulfills AA-T and AS-T requirements; it is a requirement for CSU GE and IGETC transfer. As the first transfer level course in the English sequence, it is an essential component of the English department and English program. It also serves many other departments, as it is a requisite course for over 50 courses at MSJC. Consequently, this course is in high demand as demonstrated by consistently high fill rates and wait lists.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- ESL 098W with a Grade of C or better. or
- ENGL 098 with a Grade of C or better. or
- Placement in ENGL-101

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

Compose five formal essays, totaling 6,000 words/24 typed pages with arguable theses and persuasive support:

1. Compose argumentative/persuasive writing and strategies without committing logical fallacies
2. Compose essays that demonstrate a mastery of conventions of standard academic American written English and be able to edit/revise papers to allow for such a demonstration
3. Produce at least three out-of-class essays that integrate/synthesize source material. In at least two of these essays, students will locate, evaluate, and integrate research to make an argument, one of which essays must be a research based paper that totals at least 2,000 words/8 typed pages and incorporates at least six outside, college-level sources (not including encyclopedia or dictionary entries).
4. Compose at least one in-class essay.

Examine and use appropriate library resources and techniques of research and documentation:

1. Analyze academic texts, hypothesize effective arguments in reaction to the texts, and synthesize new knowledge from various primary and secondary sources in order to write effective college-level essays
2. Formulate library research strategies
3. Document sources using MLA or another universally accepted style of documentation
4. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism

Employ the process of writing in both in-class and outside of class essays:

1. Develop varied and flexible strategies for invention, drafting, revision, and editing
2. Work as a community of writers--reading critically and responding constructively to one another's drafts and participating in group activities and discussion to the extent required by individual instructor

Course Content:

(please number the outline of main topics and subtopics)

1. Review paragraph and composition format and style and grammar/punctuation problems as necessary
 1. Paragraphs
 1. unity
 2. coherence
 3. development
 2. Composition format
 1. thesis sentence
 2. organization
 3. introductions and conclusions
 4. subject
 5. audience
 6. purpose
 3. Grammar/Punctuation
 1. fragments
 2. comma splices, fused sentences
 3. agreement: subject-verb, pronoun-antecedent, verb tense
 4. pronoun reference, shift and case problems
 5. modifier problems
 6. punctuation, especially commas, semi-colons, apostrophes
2. At least five formal graded writing assignments--with at least three out-of-class essays and one in-class essay-- which may include analyzing academic texts, synthesizing ideas, and other assignments requiring critical thinking skills; at least two of the out-of-class essays must include student-directed research.
 1. Process of writing
 1. explore topic
 1. freewriting
 2. clustering
 3. outlining
 4. other pre-writing methods
 2. developing a thesis
 1. limiting topic
 2. finding an arguable idea
 3. drafting papers
 4. revising drafts
 1. reread for content
 2. reread for organization
 3. reread for focus on thesis
 5. editing drafts
 1. edit for grammar/spelling
 2. edit for punctuation
 6. writing final draft

2. Writing under timed constraints
 1. Analyze a prompt to determine how best to address the assignment
 2. Determine a pattern of organization that is manageable within the time constraint
 3. Uses and limitations of 5 paragraph essay format
3. MLA style format for essays (or other universally accepted form of documentation)
 1. placement of author's name, instructor's name, course, date
 2. title
 3. header/page numbers
 4. margins
 5. justification
 6. font type/size
 7. spacing
 8. capitalization
 9. Works Cited Page/Bibliography
 1. title
 2. alphabetizing
 3. order of bibliographic information
3. Research papers (at least one that total at least 2,000 words/ 8 typed pages)
 1. Library research
 1. learn to use database resources
 2. learn to use internet resources
 3. learn how find and use library resources
 4. learn how to locate reference holdings
 5. learn how to obtain sources not located within our holdings
 6. learn general use of library and its services
 2. Research process
 1. initial research
 2. developing a topic/thesis
 3. developing a working bibliography/annotated bibliography
 1. using MLA or other universally accepted documentation style, create bibliography entries for
 1. newspaper articles
 2. journal articles
 3. magazine articles
 4. books
 5. works from an anthology or collection
 6. video recordings
 7. websites
 8. electronic sources (CD-Rom)
 2. avoiding plagiarism
 3. using summary or paraphrase
 4. quoting verbatim information
 5. textual citations for any idea that comes from a source other than the student/author

4. Taking notes
 1. paraphrasing
 2. quoting
 1. how to integrate quotes smoothly
 3. summarizing
 4. what to document, what does not need to be documented
5. developing a formal outline
 1. format:
 1. indenting
 2. numbering and lettering lines to indicate level
 3. placement within research paper
 4. page numbering
 5. indicating placement of sources
 2. content
 1. complete sentences
 2. balance of entries
3. Research writing
 1. incorporation of sources
 1. reading sources critically to determine what to use in paper
 2. paraphrasing and summarizing
 1. putting information in own words
 2. avoiding plagiarism
 3. parenthetical citations
 4. how to introduce paraphrases/summaries
 3. quotations
 1. punctuation used with
 1. ellipses
 2. brackets
 3. use of end punctuation
 4. quotation marks
 5. quotation within quotation
 6. use of the phrase qtd. in when one source is quoting another
 2. what constitutes a long quotation
 3. how to format a long quotation
 4. parenthetical reference
 5. introducing quotations
 1. words to introduce
 2. punctuation
 2. focusing, organizing and revising ideas in conjunction with sources
4. Critical Thinking Skills: argument/persuasion
 1. elements of argument
 1. assertions
 2. evidence
 3. assumptions
 4. evaluating assertions, evidence, assumptions

2. how to establish a reasonable tone
 1. not a biased approach
 2. logical thinking
 1. induction vs deduction
 3. appropriate appeals
 4. acknowledging opposition
 5. avoiding logical fallacies
 1. evasions: begging the question, non sequitur, appeal to readers' fear or pity, bandwagon, ad hominem
 2. oversimplifications: hasty generalization, reductive fallacy, post hoc fallacy, either/or fallacy
3. how to organize an argument
4. how to find an arguable topic
5. Critical Reading skills:
 1. gain meaning from context
 2. determine authorial tone
 3. respond to author's ideas
 4. how to analyze others' arguments for strengths and weaknesses of argumentation skills and logic
6. Peer editing/self editing
 1. read for contents/organization/focus
 2. is there a thesis?
 3. do paragraphs have topic sentences?
 4. do topic sentences support the thesis?
 5. does anything stand out as not fitting in?
 6. how do you feel at the end--satisfied, bored, needing more information?

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Individualized Instruction
Integration: Individualized instruction in the form of instructor and student conferences will allow the instructor to give specific advice and feedback to each student.
- **Method:** Readings
Integration: Readings will be used to show students a variety of types of academic writing with an emphasis on form, structure, support, tone, and audience.
- **Method:** Discussion
Integration: Class and small-group discussions about writing issues and prompts will be used regularly to allow students to get multiple perspectives and ideas about topics.
- **Method:** Homework
Integration: Homework assignments on grammar, sentence structure, MLA, and research will give students extra practice in necessary composition skills.

- **Method:** Lecture
Integration: Lecture will be used regularly to teach the students the writing process, essay formation, and research methodologies.
- **Method:** Peer editing workshops
Integration: Peer editing workshops in which students evaluate their peers' papers with a strong sense of purpose, well-developed examples, clear demonstration of the conventions of academic writing
- **Method:** Out-of-class workshops, labs, seminars, practicum, directed learning activities, visits to the Writing Center, and/or other supplemental activities (face to face or online)
Integration: Out-of-class workshops, labs, seminars, practicum, directed learning activities, visits to the Writing Center, and/or other supplemental activities (face to face or online) to assist students in understanding concepts of course such as grammar and punctuation, composition and revision and research and documentation as well as their academic needs.
- **Method:** Discussion boards via the course management system
Integration: Discussion boards via the course management system (either as a class or in smaller groups) to allow students to respond to essays, prompts, or other topics to practice concepts of the course such as grammar and punctuation, composition and revision, research and documentation skills and less formal assignments

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** At least 5 essays to demonstrate students' understanding of academic argument, writing, revising, and researching skills (one of which must be in class and three of which must be out-of-class essays, with all 3 out-of-class essays incorporating source material and at least two out-of-class essays utilizing sources from student-conducted research), for a total of at least 6,000 words/24 typed pages
Integration: Essays will be evaluated on the quality and clarity of the thesis, logical support, synthesis of source material, clarity of ideas presented, as well as grammar, punctuation, and research.
- **Method:** Quizzes
Integration: Quizzes will be used to determine student's understanding of and ability to apply concepts of research, writing, and revising as well as comprehension of assigned texts.
- **Method:** Revision of papers
Integration: Revisions demonstrating the use of the writing process will be evaluated based on the student's ability to improve effectiveness of the argument and to demonstrate progressive improvement and refinement of writing style, organization, coherence, grammar and mechanics.

- **Method:** Discussion boards via the course management system
Integration: Discussion boards via the course management system will be evaluated based on the quantity and quality of participation, and students' ability to address prompts (when appropriate), and other activities, and to write logical, coherent responses.
- **Method:** Homework
Integration: Homework, including reading responses and other writing activities, will be used to assess student reading comprehension and ability to compose short writing assignments.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. In-class essay: The film *Having Our Say* addresses a variety of concepts and social issues associated with the marginalization of African Americans. Select one of the argument strategies practiced this semester: proposal, causal, or definition. Write an argument using evidence and examples from the film showing how society and culture contribute to the marginalization of the Delany sisters. In your Blue Book, construct a **specific thesis** statement and support it with **three** points. Cite examples from the film to support your thesis and your points.
2. Research activities: Bring to class 20 notecards incorporating at least 10 paraphrases, 5 quotes, and 5 summaries using at least 6 sources on topic for research paper using MLA style (or other universally accepted style of documentation). Construct an Annotated Bibliography for the sources used in your research paper.
3. Find an op ed piece and, in 1 ½- 2 pages, write an argument that disagrees with the author's position and supports your stand. Be sure you briefly summarize the author's position before arguing against it.
4. Write an analysis argument about a trend in popular culture that bothers you (i.e., too much violence on television or in rap music, advertisements aimed at children, nudity on magazine covers, etc). Use two periodical sources from the library database to support your argument.
5. Research paper: Considering what it means to be "marginalized" in U.S. society today, write an essay incorporating SIX outside sources that defines how a specific group is marginalized and then makes some sort of proposal concerning the group you identify as marginalized. Do NOT choose a group that is more obviously marginalized.

Textbooks:

- Clark, Carol Lea (2016). *Praxis: a brief rhetoric* Fountainhead. ISBN: 978-1598719505
- Lunsford, A, J. Ruskiewicz, K. Walters (2016). *Everything's an Argument with Readings* Bedford/St. Martin's. ISBN: 1-319-08574-1
- Hacker, D., N. Sommers (2014). *Writer's Reference* Bedford/St. Martin's. ISBN: 1457666766
- Kirzner, Laurie G. (2017). *Practical Argument, Third Edition* MacMillan . ISBN: 978-1-319-02856-5

Other Resources:

Minimum Qualification

- English (Masters Required)

MSJC English 101

San Jacinto Unified School District New Course Proposal

For more information on how to complete this form please contact:

Janet Covacevich

Director, Secondary C & I

(951)929-7700 ext. 4263

jcovacevich@sanjacinto.k12.ca.us

The respondent's email address (sseward@sanjacinto.k12.ca.us) was recorded on submission of this form.



Signature Page must be printed and wet signed

Access Signature Page at this link

<https://docs.google.com/a/sanjacinto.k12.ca.us/document/d/1T02G1fXxR6WGNhinPY-oNaxtY130cZHUOjTT3Ntv5Zg/edit?usp=sharing>

School *

SJHS

New Course Proposal Submitted By: *

Seward

Course Title *

MSJC English 101

Transcript Title (15 characters or less) *

Please be sure to count each character and spaces used to be no more than 15.

MSJC ENG 101

Course Code (assigned by Data Management, extension 4221):

Q2100

Academic Department *

English

Graduation Requirement Met *

English 12

Honors (*note: Honors courses seeking A - G status must offer a non-Honors equivalent course) *

No

Grade Level (check all that apply) *

- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☒ 12th

Pre-Requisite (list all that apply) *

Placement in Eng 101

Co-Requisite (list all that apply) *

n/a

Possible credits *

10 - year long class

Course Learning Environment *

- ☒ Classroom Based
- ☐ Online/Hybrid

CALPADS Course Code (assigned by Data Mgt.)

9120

Career Technical Education Courses

Will this course be part of CTE Pathways? *

No ▼

Is this an Integrated Course (Academics with Career Technical Education) *

No ▼

CTE Courses Only: Indicate the Level of the Course:

Choose ▼

CTE Courses Only: Indicate the Industry Sector

Choose ▼

CTE Courses Only: Career Pathway & Code Pathway Name

Submitting Courses That are Program Status, Courses Modeled After Another Institution, or Online, or AP

Course Plans for Program Status, Online, or AP must be attached to this form.

Will this course meet any of the descriptors above? *

Yes ▼

Program Status Courses (can be auto approved) - Name the Exact Program and Course Title:

MSJC English 101 College Composition

Submitting a Course Modeled After Another Institution:

When modeling after another institution's course, you will also need to enter a course overview specific to San Jacinto Unified School District as well as course content specific to SJUSD.

Any course modeled after another institution's course will not move forward until it has been written to reflect SJUSD's unique needs.

Submitting a course modeled after another institution.

Which school and ATP code? Must state exact course title.

MSJC English 101 College Composition

Adopt an Online Publisher Course

Choose ▼

Adopt a Program Status Course

Choose ▼

Advanced Placement (AP) Courses Only: Please answer the following questions:

This section only applies to AP courses.

AP Courses Only: Date Submitted to CollegeBoard for AP Audit:

MM DD YYYY

/ /

Exact Course Title

CollegeBoard Authorization Code

Course Content

Please note: There are not specific requirements regarding the number of units each course should have. For reference: University of California A-G Guide: <http://www.ucop.edu/agguide/a-g-requirements/index.html>
Copy and paste the link into your web browser for course samples.

Course Overview: Provide a brief summary (3 - 5 sentences) of the course's content. *

See Course Description

For EACH UNIT of the course, please provide:

1. A unit title
2. A concise 3 - 5 sentences describing the topics being addressed that demonstrate the critical thinking, depth, and progression of the content covered.
3. A brief 3 - 5 sentences summarizing a key assignment from this unit and covering:
 - a. how a student will complete this assignment
 - b. what a student will produce
 - c. what the student will learn

Most importantly, use the unit(s) and key assignment(s) to demonstrate that the course meets the subject specific course criteria on the A - G Guide.

Units (outline each unit in the section provided. Indicate new units with a number and title) *

See Course Description

Course Materials

Provide the COURSE MATERIALS that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the COURSE CONTENT section.

Some subject areas and disciplines require courses to include specific course materials. Please refer to the subject course criteria in the link above and/or the California Department of Education

(<http://www.cde.ca.gov/ci/cr/cf/imagen.asp>) for more information.

Course Material

Please access the hyperlinked Google Slide deck for a sample of the required information for any course materials that will be used in the course.

Google Slide Deck Link w/samples



<https://docs.google.com/a/sanjacinto.k12.ca.us/presentation/d/1LaBuMtWAqL9bMaPKGQ8ooRZ6AZOLtS2PV0HGPudpYqo/edit?usp=sharing>

Select Course Material (select all that apply) *

- ☒ Textbook
- ☐ Literary Text
- ☐ Manual
- ☐ Periodical
- ☐ Scholarly Article
- ☒ Website
- ☐ Primary Document
- ☐ Multimedia
- ☐ Other

Course Material: Primary *

Clark, Carol Lea (2016). Praxis: a brief rhetoric Fountainhead. ISBN: 978- 1598719505
Lunsford, A, J. Ruskiewicz, K. Walters (2016). Everything's an Argument with Readings Bedford/St. Martin's. ISBN: 1-319-08574-1
Hacker, D., N. Sommers (2014). Writer's Reference Bedford/St. Martin's. ISBN: 1457666766
Kirzner, Laurie G. (2017). Practical Argument, Third Edition MacMillan . ISBN: 978-1-319-02856-5

Course Materials: Additional (if applicable)

A-G Courses

For courses seeking A - G status please answer the questions below

Is this course being submitted for A-G status? *

Yes



Subject for A - G status

☐ "A" History/Social Science

☒ "B" English

☐ "C" Mathematics

☐ "D" Lab Science

☐ "E" Language Other Than English

☐ "F" Visual and Performing Arts

☐ "G" Elective

Name the Discipline (i.e. US History, LOTE, Theater, etc.)

English

Is this an Integrated Course (Academics with Career Technical Education)

☐ Yes

☒ No

Does this course need to be retro-activated to a previous year?

No ▼

If yes, which year(s)?

☐ 2017-2018

☐ 2016-2017

☐ 2015-2016

☐ 2014-2015

Final Review

Please review your course prior to submission to ensure it meets all requirements, courses will not be moved forward until they have provided all the required information.

End of Course Submission

Before you submit, please verify that you have completed all required components for submission.

This form was created inside of San Jacinto Unified School District.

Google Forms

Concurrent



New Course Signature/Approval Page

- I. Suggested Course Title: MSJC English 101
- II. Department(s): English
- III. School: SJHS
- IV. School Committee Members:
- | | |
|--------------------------------|----------------------------------|
| a. Name: <u>Erika Gardner</u> | Signature: <u>Erika Gardner</u> |
| b. Name: <u>Justin Carmone</u> | Signature: <u>Justin Carmone</u> |
| c. Name: <u>E. Rojas</u> | Signature: <u>E. Rojas</u> |
| d. Name: <u>S. Seward</u> | Signature: <u>S. Seward</u> |
| e. Name: _____ | Signature: _____ |
- V. Committee Meeting Date(s): 10/23, 11/19, 11/6
- VI. Department Chair Signature:
- | | | |
|--------------------------|----------------------------|-----------------------|
| a. Name: <u>M. Corum</u> | Signature: <u>M. Corum</u> | Date: <u>12/10/19</u> |
| b. Name: _____ | Signature: _____ | Date: _____ |
- VII. Principal Signature:
- | | | |
|-------------------------------|---------------------------------|-----------------------|
| a. Name: <u>Courtney Hall</u> | Signature: <u>Courtney Hall</u> | Date: <u>12/10/19</u> |
|-------------------------------|---------------------------------|-----------------------|
- VIII. Course Proposal Reviewed by Educational Services:
- | | | |
|--|------------------------------------|------------------------|
| a. Director, Educational Services: <u>Janet Covacevich</u> | Signature: <u>Janet Covacevich</u> | Date: <u>12/18/19</u> |
| b. Assistant Superintendent of Educational Services: _____ | Signature: <u>[Signature]</u> | Date: <u>1/10/2020</u> |
- IX. Course Proposal Approved by the Board of Trustees:
- | | | |
|---|------------------|-------------|
| a. SJUSD Board of Trustees President: _____ | Signature: _____ | Date: _____ |
|---|------------------|-------------|