

COURSE OUTLINE

English 120 Composition and Reading

I. Catalog Statement

English 120 is designed for students who want to prepare for the writing required in college classes and other settings. The course emphasizes practice in the writing of thesis-based essays and the critical analysis of selected prose works dealing with important contemporary ideas. English 120 provides practice in the mechanics, style, and organization of paragraphs and essays.

Total Lecture Units: 4.0

Total Course Units: 4.0

Total Lecture Hours: 64.0

Total Faculty Contact Hours: 64.0

Recommended Preparation: English 192. (English 192 may be taken concurrently.)

Prerequisite: English 191 or placement based on a composite of test scores and academic background.

Note: A maximum of 8 units of credit will be granted for ENGL 191, 120, and 199.

II. Course Entry Expectations

Skills level ranges: reading 5; writing 5; listening 5; speaking 5; math 1.

Prior to enrolling in this course, the student should be able to:

1. analyze short essays (approximately 2-6 pages in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;
2. evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;
3. organize and write an essay which
 - a. addresses the topic and is directed by a thesis statement
 - b. has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization
 - c. shows some awareness of critical thinking: e.g., linkage of evidence with assertion, some awareness of pro-con sides to an issue, ability to compare/contrast two short readings in a focused way
 - d. develops ideas, moving from general to specific

- e. is easy to read and follow
- f. uses a variety of sentence types.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- 1. organize and write thesis-based essays
- 2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements
- 3. critically analyze selected prose works dealing with important contemporary issues
- 4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions
- 5. gather and organize information through library research
- 6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: control of standard English at the sentence level, with few major errors in grammar and punctuation.

IV. Course Content

Total Faculty Contact Hours: 64

A. Grammar	12 hours
1. Sentences	
a. Variety of types	
b. Subordination	
c. Fragments	
d. Comma splices	
e. Run-ons	
2. Agreement problems	
a. Subject and verb	
b. Pronoun and antecedent	
3. Case problems	
4. Tense and mood	
B. Mechanics	8 hours
1. Punctuation	
2. Capitals	
3. Italics, underling, quotation marks	
4. Abbreviations and numbers	
C. Diction	4 hours
1. Connotation, denotation, context	
2. Exact words	
3. Formal vs. informal	
4. Vocabulary building	
D. Rhetoric	4 hours

1. Adequacy of development
 2. Point of view
 3. Emphasis and intensification
 4. Variety
 5. Style
- E. Writing with a thesis 10 hours
1. Logic and fact vs. feeling
 - a. Identifying assumptions
 - b. Weighing opinions against facts
 - c. Identifying main ideas and responding to reading
 2. Composing a thesis statement
 - a. Structuring a thesis
 - b. Narrowing and refining
 3. Supporting a thesis
 - a. Clarifying a thesis, e.g. defining key terms
 - b. Using detailed rather than vague examples
 - c. Stating and explaining reasons
 - d. Using facts
- F. Organizing paragraphs 6 hours
1. Types of paragraphs
 2. The topic sentence
 3. Unity and coherence
 4. Transition within a paragraph
 5. The closing sentence
- G. Organizing essays 6 hours
1. Relation of thesis to topic sentences
 2. Kinds of sentence transitions
 3. Kinds of introductory paragraphs
 4. Conclusions
- H. Reading and discussing expository and argumentative materials 8 hours
1. Identifying and summarizing main ideas
 2. Evaluating assertions
- I. Doing research 6 hours
1. Posing research questions
 2. Using the library
 - a. Accessing the computer
 - b. Locating books and periodicals
 3. Developing a bibliography
 - a. Gathering a variety of sources
 - b. Evaluating usefulness of materials

- c. Bibliography form
4. Taking research notes
 - a. Using note cards
 - b. Quoting, summarizing, paraphrasing
5. Outlining
 - a. Getting from note cards to outline
 - b. Identifying information gaps
6. The thesis/main idea sentence
 - a. The thesis as an answer to a research question
 - b. Using research information to refine a thesis
7. Developing the preliminary drafts
8. Documenting sources
 - a. MLA style of documentation
 - b. The “Works Cited” page
 - c. Plagiarism
9. Preparing introductions and conclusions
10. Preparing the final draft

V. Methods of Instruction

The following instructional methodologies may be used in the course:

1. classroom lecture and discussion;
2. collaborative learning;
3. educational technologies including word processing, Internet, and electronic presentation.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. essay writing and/or preparation for essay writing (outlining, drafting, etc.);
2. informal journal writing;
3. peer essay evaluations;
4. textbook and/or website-based exercises, assignments, and/or readings;
5. library and/or web-based research.

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. either five 500-750 word essays and one research paper of 1,000 words OR seven 500-750 word essays, at least two of which are based on research;
2. research component(s) must include at least four library sources, one of which will be an on-line source;
3. at least half of the graded assignments will be written in class;
4. at least half of the graded assignments will incorporate analysis of the readings;
5. quizzes on grammar, spelling, vocabulary, mechanics, and reading comprehension;
6. journal writing;

7. peer essay evaluations;
8. textbook and/or website-based exercises, assignments, and/or readings;
9. a final departmental or team-evaluated essay, written in class.

VII. Textbooks

Rosa, *Models for Writers*. New York: Bedford, 2012.
12th Grade Reading Level. ISBN: # 978-0312552015.

Hacker, *A Writer's Reference*. Boston: Bedford/St. Martin's, 2011.
14th Grade Textbook Reading Level. ISBN: # 978-0312601447.

Langan, John. *College Writing Skills/Readings*. New York: McGraw-Hill, 2007.
12th Grade Reading Level. ISBN: # 978-0078036279.

VIII. Student Learning Outcomes

Upon successful completion, the student will be able to:

1. analyze and synthesize information from a series of related sources, as demonstrated by summary, paraphrase, and quotation.
2. write a multi-paragraph length argumentative essay which addresses the topic, applies knowledge of essay organization conventions and basic MLA citation form, displays a command of standard English grammar, and demonstrates a growing awareness of critical thinking through its development of ideas and cited, logically applied evidence derived from a series of related readings.
3. interpret and evaluate compositions for unity, development, coherence, strength of evidence, proper integration of reading sources, and correct citation.