

SANTA BARBARA CITY COLLEGE
ASSOCIATE DEGREE CREDIT COURSE OUTLINE

Department: English

Subject Area and Course Number: English 110

Course Title: Composition and Reading

Discipline: English

Units: 3

Repeatability: None

Catalog Course Description: Practice in expository composition based on critical reading of short works and one book-length work. Course develops skills in writing effectively, reading carefully, and thinking clearly.

Description for Schedule of Classes: Practice in expository composition based on critical reading of short works and one book-length work.

Lecture Hours per Week: 3

Laboratory Hours per Week: None

Plus Hours: None

Prerequisites: Eligibility for English 110, 103

Co-requisites: English 120

Skills Advisories: None

Course Advisories: None

Limitation on Enrollment: None

Course Objectives:

General

At the end of the course, the student will be able to:

1. Write critical papers which thoughtfully and objectively assess the effectiveness of an assigned text.
2. Employ logical patterns of organization and standard grammatical form and demonstrate audience awareness in expository essays.
3. Confidently write expository essays in response to a variety of assignments.
4. Critically evaluate the logical consistency and validity of both literary and non-literary prose forms.
5. Identify the author's themes and rhetorical methods.

Specific

At the end of the course, the student will have:

1. Produced a series of coherent, unified, logically developed, grammatically correct essays of at least 700 words each.
2. Increased his/her reading comprehension skills through the reading and study of short selections in an anthology as well as book-length work.
3. Demonstrated in writing the ability to distinguish fact from opinion.
4. Demonstrated in writing the ability to incorporate materials from outside sources and to conduct library research
5. Given evidence--in writing and in oral responses--of the ability to comprehend lecture materials and to follow class discussions.
6. Participated in group work, if any, and class discussions.

Course Content and Scope:

1. Careful and analytic reading in at least two genres (non-fiction prose as the major reading component, with some occasional fiction, poetry or drama) in short selections and one or more book-length work of literary merit.
 - a. Developing background and skill in reading analytically and responsively, integrating areas of knowledge, and forming intelligent value judgments.
 - b. Gaining a chronological and cultural perspective for the works read.
 - c. Developing communication skills through expressing ideas about readings in discussion.
2. Practice in writing of expository prose, with students completing a minimum of 7500 words.
 - a. Development of essay-writing skills: invention, composing (focusing a thesis and producing an effective introduction, well-developed paragraphs of support, and a logical conclusion), proofreading for grammatical correctness, revising and editing.
 - b. Development of a writing style characterized by variety, fluency, and a clear sense of audience.
 - c. Experience with a variety of rhetorical modes, such as comparison and contrast, synthesis and analysis, and argumentation.
 - d. Introduction to research and documentation skills: practice in their use in essays. At least one essay will be a research paper requiring library use, citations and a works cited page.

Methods of Instruction: Lecture, group work on essays, and discussion, with revision as an essential element. Instructors are available for individual conference with students and the Writing Lab provides tutorial assistance.

Additions for On-Line Class Only: Use of a planned pedagogy delivered through the Web.

Students will find all lecture materials and background on composition, analysis, synthesis, rhetorical modes, on the course website. The website is strictly text-based and accessible to students with disabilities.

1. Students will be able to discuss course content privately with instructor and other students via e-mail (10 hours).
2. Students will discuss course materials and assignments in large and small group formats using electronic bulletin boards (17 hours).
3. Students will write weekly group journals using electronic bulletin boards (34 hours).
4. Students will write essays on computers, email instructor their assigned essays and receive feedback from instructor by email (52 hours).
5. Students and instructor will analyze and discuss examples of student and professional writing on the Web (34 hours).
6. Students will have the option of meeting 8 times throughout the semester to discuss online issues, and receive face-to-face feedback on writing from instructor and peers, and 120 final exam (15 hours).

7. Students and instructor will be interacting consistently using email, bulletin boards, chat room, phone, and face-to-face meetings.

Required Assignments: Six to ten essays of 700-900 words, generally based on course readings, plus a brief research essay should achieve the 7500 articulation guideline; essays will emphasize explanation, analysis, and critical thinking, while de-emphasizing narration. Other assignments may include journal writing, in-class writing, reading-response exercises, group and individual projects. College-level reading assignment selections will be of a length and difficulty as to be considered challenging as well as thought-provoking.

Addition for On-Line Class Only: Students will be required to write approximately 750 words per week on interactive electronic bulletin board discussion groups in lieu of classroom discussion.

Method of Evaluation:

1. Finished essays
2. In-class writing
3. Research paper or essay
4. Class participation
5. Final exam

Addition for On-Line Class Only: All traditional methods of evaluation are applicable to TMI.

Appropriate Texts and Supplies:

Cooper, Charles R. and Susan Peck MacDonald. Writing the World: Reading and Writing About Issues of the Day, Boston: Bedford/St. Martin's, 2000.

Lunsford, Andrea and Robert Connors, The New St. Martin's Handbook, Boston: Bedford/St. Martin's, 1999.

Shrodes, Caroline, Henry Finestone and Michael Shugrue, eds., The Conscious Reader, 8th Edition, Boston: Allyn and Bacon, 2000.

Student Voices (current edition).

Novel of instructor's choice.

Addition for On-Line Class Only: No extraordinary equipment is required for student to make use of TMI beyond access to internet-ready computer.

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