ENGL R101: COLLEGE COMPOSITION

Originator
ptrujillo

College
Oxnard College

Discipline (CB01A)
ENGL - English

Course Number (CB01B)
R101

Course Title (CB02)
College Composition

Banner/Short Title
College Composition

Credit Type
Credit

Start Term
Fall 2023

Catalog Course Description
This course provides development of skills in written expression, especially expository themes, including training in research techniques and preparation of a research paper. It is designed to develop critical thinking, analytical, and rhetorical skills. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better.

Taxonomy of Programs (TOP) Code (CB03)
1501.00 - English

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Grading method
(L) Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
70
Maximum Contact/In-Class Lecture Hours
70

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
70
Total Maximum Contact/In-Class Hours
70

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
140
Maximum Outside-of-Class Hours
140

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
210
Total Maximum Student Learning Hours
210

Minimum Units (CB07)
4
Maximum Units (CB06)
4

Prerequisites
Eligibility for ENGL R101 as determined by the college's multiple measures assessment process.

Entrance Skills
Entrance Skills
Students must be able to read critically, and write a college-level essay that includes a thesis statement, well-formulated paragraphs, and be familiar with MLA documentation.

Requisite Justification
Requisite Type
Recommended Preparation

Requisite
Eligibility for ENGL R101 as determined by the college's multiple measures assessment process.

Requisite Description
Other (specify)

Specify Other Requisite Description
AB 705 mandate

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	Write a well-developed essay with a thesis that adequately responds to the writing prompt, utilizing appropriate evidence, effective discussion/analysis, and details and examples.
2	Organize a thesis-driven essay with paragraphs containing topic sentences, transitions, logical sequence, and strong coherency.

3	Write an essay demonstrating college-level competency in syntax, grammar, and mechanics.
4	Use MLA to accurately document information from appropriate academic sources with in-text parenthetical citations keyed to a properly formatted Works Cited list.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Write multiple-page expository and persuasive essays
2	Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage
3	Research a topic, analyze and synthesize information, and report findings in a properly documented essay
4	Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays
5	Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence

Course Content

Lecture/Course Content

1. Plagiarism and how to avoid it
2. Review of principles of ENGL R097 and R100 as needed
    a. Sentence Mechanics
    b. Paragraphing techniques
    c. Essay organization: introduction, thesis, body, conclusion; coherence
3. The Writing Process
    a. Heuristics, pre-writing techniques
    b. Drafting the essay
    c. Revising
    d. Editing/Proofreading
4. Critical thinking and analysis in reading and writing
    a. Overview of traditional logic and critical thinking
    b. Reading critically
        i. Student essays
        ii. Professional essays
        iii. An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts
        iv. Book length works of fiction or non-fiction or the equivalent.
    c. Reason and support in writing
5. Rhetorical considerations
    a. Audience
    b. Purpose
    c. Voice/persona
    d. Content
6. Modes of development – a minimum of six essays from these modes
    a. Description
    b. Narration
    c. Illustration/example
    d. Comparison and contrast
    e. Definition
    f. Classification
    g. Process analysis
    h. Causal analysis
    i. Rhetorical analysis
    j. Opinion/Assertion
    k. Argumentation/persuasion
7. Style

      a. Diction

      b. Syntactical variation

      c. Tone

8. Writing from sources
    a. Introduction to library sources and other databases
    b. Note taking, excerpting, paraphrasing, summarizing
    c. Documentation (using MLA parenthetical documentation format; may introduce other formats, such as footnote systems, APA, etc.), works cited
9. Timed writing strategies
    a. Essay examinations
    b. Writing proficiency exams

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Journals
Objective exams
Quizzes
Reports/papers
Research papers
Skills tests
Essays

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Class activities
Class discussions
Collaborative group work
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Small group activities

Representative Course Assignments

Writing Assignments

1. Essays ranging in length from two to six pages
2. A minimum of eight pages of documented research to be distributed over one or more formal essays
3. A combination of formal out of class essays and timed writings
4. Formal writing completed in class and out of class will total a minimum of 5,000 words.

Reading Assignments

1. Professional expository, opinion, and persuasive essays representing diverse rhetorical modes and diversity of backgrounds with an emphasis on non-fiction works.
2. An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts

3. A college-level handbook on writing and documentation.
4. Book length works of fiction or non-fiction or the equivalent.

Problem-Solving and Other Assignments (if applicable)
1. Research for documented essays, incorporating a variety of sources and research methodology

Outside Assignments

Articulation

C-ID Descriptor Number
ENGL 100

Status
Approved

Comparable Courses within the VCCCD
ENGL M01A - English Composition
ENGL M01AH - Honors: English Composition
ENGL R101H - Honors: College Composition
ENGL V01A - English Composition

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Kennedy, Kennedy, and Muth. The Bedford Guide for College Writers with Reader, Research Manual, and Handbook, 11th ed. Bedford/St. Matrin's, 2017.
ISBN 978-1-319-04687-3

Resource Type
Other Resource Type

Description
Book-length work of non-fiction with a sustained theme or argument.

Resource Type
Other Resource Type

Description
Research sources: library print materials and databases, Internet sources.

Resource Type
Other Resource Type

Description
College-level reader (if not included in rhetoric) with an emphasis on non-fiction .

Resource Type
Textbook

Classic Textbook
Yes

Description
Van Rys, Meyer, VanderMay, and Sebranek. The College Writer: A Guide to Thinking, Writing, and Researching. Cengage, 2018.
ISBN-13: 978-1-305-95806-7

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.

Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Examinations

Hybrid (1%–50% online) Modality
On campus
Online

Hybrid (51%–99% online) Modality
On campus
Online

Primary Minimum Qualification
ENGLISH

Review and Approval Dates

Department Chair
05/09/2023

Dean
05/10/2023

Technical Review
05/10/2023

Curriculum Committee
05/10/2023

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000276448

DOE/accreditation approval date
MM/DD/YYYY