I. CATALOG INFORMATION
A. Discipline: ENGLISH
B. Subject Code and Number: ENGL M01A
C. Course Title: English Composition
D. Credit Course units:
   Units: 4
   Lecture Hours per week: 4
   Lab Hours per week: 0
   Variable Units: No
E. Student Learning Hours:
   Lecture Hours:
      Classroom hours: 70 - 70
   Laboratory/Activity Hours:
      Laboratory/Activity Hours: 0 - 0
   **Total Combined Hours** in a 17.5 week term: 70 - 70
F. Non-Credit Course hours per week
G. May be taken a total of: $\Box$ 1 $\Box$ 2 $\Box$ 3 $\Box$ 4 time(s) for credit
H. Is the course co-designated (same as) another course: No $\Box$ Yes $\square$
   If YES, designate course Subject Code & Number: 
I. Course Description:
   Emphasizes expository writing and research, demonstrating principles of thesis and support, rhetorical organization, control of diction, clear sentence and paragraph construction, and command of the conventions of English usage. Develops analytical and interpretive reading skills.
J. Entrance Skills
   *Prerequisite: No $\Box$ Yes $\square$ Course(s)
   ENGL M02 or placement as determined by the college’s multiple measures assessment process.
   *Corequisite: No $\Box$ Yes $\square$ Course(s)
   Limitation on Enrollment: No $\Box$ Yes $\square$
   Recommended Preparation: No $\Box$ Yes $\square$ Course(s)
   Other: No $\Box$ Yes $\square$
### K. Other Catalog Information:

Course Credit Limitation: 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 better or “P”. Honors Program requires a letter grade.

C-ID: ENGL 100

### II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>compose several expository papers from 2 to 10 pages long, totalling 8,000 words, employing such skills as: --use of the stages of the writing process: generating ideas, drafting, revising, and editing. --awareness of audience and purpose. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.</td>
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<tr>
<td></td>
<td>In-class and out-of-class essays</td>
</tr>
<tr>
<td>2</td>
<td>compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.</td>
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<tr>
<td></td>
<td>Timed essay examinations</td>
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<tr>
<td>3</td>
<td>organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.</td>
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<tr>
<td></td>
<td>Research paper</td>
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<tr>
<td>4</td>
<td>analyze a variety of essays and at least one book-length work.</td>
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<td></td>
<td>Objective examinations Class discussion Journal entries Reports Essays</td>
</tr>
<tr>
<td>5</td>
<td>demonstrate critical thinking skills in oral and written discussion of assigned readings.</td>
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<tr>
<td></td>
<td>Objective examinations Class discussion Journal entries Reports Essays</td>
</tr>
<tr>
<td>6</td>
<td>identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.</td>
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<td></td>
<td>Journal entries Essays</td>
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</tbody>
</table>
### III. COURSE CONTENT

<table>
<thead>
<tr>
<th>Estimated %</th>
<th>Topic</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture</strong> (must total 100%)</td>
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</tbody>
</table>
| 30.00% | Oral and written discussion of assigned readings, including students' essays  
Identification and analysis of thesis and main supporting ideas  
- logic, organization, effectiveness of argument  
- writing strategies, style  
Oral discussion may include student-led discussion and seminar  
Written discussion may include journal entries, in-class writings, essays, and essay examinations  
Readings will include a book-length work | 1, 2, 4, 5, 6 |
| 50.00% | Writing the expository essay  
- All elements of the writing process  
- Creating an arguable thesis, logical organization, full development including use of appropriate rhetorical strategies, and control of diction  
- Global revision and editing for conventions of standard written English  
- One-on-one instructor/student conferencing on drafts  
- Essays to total 8,000 words (35 pages) | 1 |
| 15.00% | The research paper (7-10 pages)  
- Library tour  
- Research strategies  
- Evaluation, use, and documentation of sources; avoidance of plagiarism | 1, 3 |
| 5.00% | Strategies for writing timed essay examinations | 2 |

### IV. TYPICAL ASSIGNMENTS

#### A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:

1. notes, outlines, summaries, and analyses of texts.
2. journal entries responding to lectures, class discussions, reading assignments, and current events.
3. quizzes on assigned material.
4. in-class essay exam that demonstrates at least one rhetorical method, such as compare/contrast, process analysis, or division/classification.
5. essays and research paper, including multiple drafts and peer critiques.

#### B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:

1. readings from texts and other sources, peer papers, and a book-length work.
<p>| | |</p>
<table>
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<tbody>
<tr>
<td>2</td>
<td>participation in a workshop at the Moorpark College Writing Center.</td>
</tr>
<tr>
<td>3</td>
<td>cooperative group planning for presentations and/or projects.</td>
</tr>
<tr>
<td>4</td>
<td>attendance at performances/showings related to course.</td>
</tr>
<tr>
<td>5</td>
<td>use of electronic resources, including supplementary textbook materials, for research, communication with classmates, and individualized remediation as necessary.</td>
</tr>
</tbody>
</table>

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:

1. identification and analysis of thesis and main supporting ideas; logic, organization, effectiveness of argument; writing strategies, style.

2. discussion/debates of readings and current events.

3. written responses to readings and discussions, including peers’ papers.

4. contrast the differences between classic and Rogerian arguments; evaluate the pros and cons of each argument technique.

5. revision of essays for focus, support, clarity, and style.

V. METHODS OF INSTRUCTION

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

- [X] Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

- [X] Lecture/Discussion

- [ ] Laboratory/Activity

- [X] Other (Specify) group-based research projects

- [X] Optional Field Trips

- [ ] Required Field Trips

VI. METHODS OF EVALUATION
Methods of evaluation may include, but are not limited to:

- ✔ Essay Exam
- ✔ Class Discussion
- ✔ Reports/Papers/Journals
- ✔ Skill Demonstration
- ✔ Participation
- ✔ Other (specify)
- ☐ Problem Solving Exam
- ☐ Objective Exams
- ☐ Participation

Peer review of essay drafts

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS


VIII. STUDENT MATERIALS FEES

- ✔ No
- ☐ Yes

IX. PARALLEL COURSES

<table>
<thead>
<tr>
<th>College</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU Northridge</td>
<td>ENGL/AAS/AFRS/CAS/CHS/QS 155</td>
<td>Approaches to University Writing</td>
<td>3</td>
</tr>
<tr>
<td>CSU Channel Islands</td>
<td>ENGL 105</td>
<td>Composition and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>UC Los Angeles</td>
<td>ENGCOMP 3</td>
<td>English Composition, Rhetoric, and Language</td>
<td>5</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td>ENGLISH R1A</td>
<td>Reading and Composition</td>
<td>4</td>
</tr>
<tr>
<td>CSU Bakersfield</td>
<td>ENGL 110</td>
<td>Writing and Research</td>
<td>5</td>
</tr>
</tbody>
</table>

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR The equivalent
XI. ARTICULATION INFORMATION

A. Title V Course Classification:
   1. This course is designed to be taken either:
      - [ ] Pass/No Pass only (no letter grade possible); or
      - [x] Letter grade (P/NP possible at student option)
   2. Degree status:
      - Either [x] Associate Degree Applicable; or [ ] Non-associate Degree Applicable

B. Moorpark College General Education:
   1. Do you recommend this course for inclusion on the Associate Degree General Education list?
      - Yes: [x] No: [ ] If YES, what section(s)?
        - A1 - Natural Sciences - Biological Science
        - A2 - Natural Sciences - Physical Science
        - B1 - Social and Behavioral Sciences - American History/Institutions
        - B2 - Social and Behavioral Sciences - Other Social Behavioral Science
        - C1 - Humanities - Fine or Performing Arts
        - C2 - Humanities - Other Humanities
        - D1 - Language and Rationality - English Composition
        - D2 - Language and Rationality - Communication and Analytical Thinking
        - E1 - Health/Physical Education
        - E2 - PE or Dance
        - F - Ethnic/Gender Studies

C. California State University (CSU) Articulation:
   1. Do you recommend this course for transfer credit to CSU?  Yes: [x] No: [ ]
   2. If YES do you recommend this course for inclusion on the CSU General Education list?  Yes: [x] No: [ ] If YES, which area(s)?
      - C1 [ ] C2 [ ] D1 [ ] D2 [ ] D3 [ ] D4 [ ] D5 [ ]
      - D6 [ ] D7 [ ] D8 [ ] D9 [ ] D10 [ ] E [ ]

D. University of California (UC) Articulation:
   1. Do you recommend this course for transfer to the UC?  Yes: [x] No: [ ]
   2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)?  Yes: [x] No: [ ]
IGETC Area 1: English Communication

- [X] English Composition
- [ ] Critical Thinking-English Composition
- [ ] Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- [ ] Mathematical Concepts

IGETC Area 3: Arts and Humanities

- [ ] Arts
- [ ] Humanities

IGETC Area 4: Social and Behavioral Sciences

- [ ] Anthropology and Archaeology
- [ ] Economics
- [ ] Ethnic Studies
- [ ] Gender Studies
- [ ] Geography
- [ ] History
- [ ] Interdisciplinary, Social & Behavioral Sciences
- [ ] Political Science, Government & Legal Institutions
- [ ] Psychology
- [ ] Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- [ ] Physical Science Lab or Physical Science Lab only (none-sequence)
- [ ] Physical Science Lecture only (non-sequence)
- [ ] Biological Science
- [ ] Physical Science Courses
- [ ] Physical Science Lab or Biological Science Lab Only (non-sequence)
- [ ] Biological Science Courses
- [ ] Biological Science Lab course
- [ ] First Science course in a Special sequence
- [ ] Second Science course in a Special Sequence
- [ ] Laboratory Activity
- [ ] Physical Sciences

IGETC Area 6: Language other than English

- [ ] Languages other than English (UC Requirement Only)
- [ ] U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES
A. What planned assignment(s) will require library resources and use?
The following assignments require library resources:
Research, using the Library's print and online resources, in order to write a paper using reputable sources and correct documentation.

B. Are the currently held library resources sufficient to support the course assignment?
YES: [X] NO: 
If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION
Requisite Justification for ENGL M02 or placement as determined by the college's multiple measures assessment process.
[X] A. Sequential course within a discipline.

B. Standard Prerequisite or Corequisite required by universities.

C. Corequisite is linked to companion lecture course.

D. Prerequisite or Corequisite is authorized by legal statute or regulation.
Code Section: __________

E. Prerequisite or Corequisite is necessary to protect the students' health and safety.

F. Computation or communication skill is needed.

G. Performance courses: Audition, portfolio, tryouts, etc. needed.

XIV. WORKPLACE PREPARATION
ENGL M01A: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM
1. Mode of Delivery
[X] Online (course will be delivered 100% online)
[X] Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
[X] Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
Lab activities will be conducted onsite

- Televideo (Examinations and an orientation will be held onsite)
- Teleconference
- Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Instructors will ensure regular, effective contact with and among students through recorded lectures with required response in online discussion boards, regular office hours, both on site and virtual, frequent conferencing and email contact, use of online study groups or partners, and frequent assessment.

4. Describe how instructors teaching this course will involve students in active learning.

Instructors will involve students in active learning through recorded lectures with required response in online discussion boards, conferencing, online study groups or partners, research projects, frequent assessment and optional on-site activities.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

Instructors will present content through online lectures, textbooks or virtual textbooks, multi-media files, interactive activities, conferencing, email, and frequent assessment.

6. Describe how instructors teaching this course will evaluate student performance.

Instructors will evaluate student performance through conferencing, recorded language production, performance on interactive activities, on group and pair assignments, essays, and assessments including an online final exam.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

ENGL M01A: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

ENGL M01A: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

ENGL M01A: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

- Discipline: ENGLISH
- Discipline Code and Number: ENGL M01A
- Course Revision Category: Outline Update