

West Hills Community College

Course Revision Packet

Course Name/Title: **English 1A - Composition and Reading**

Originator: **Larry Beloof**

Date: **April 25, 2003**

Checklist:

- Course Articulation: A Checklist**
- Course Revision Proposal Form**
- Course Outline**
- Learning Resources Collection Survey Form**
- Adopted Textbook Form**
- Distance Education Addendum**
- Prerequisite forms (see Section 5 in handbook)**

Signatures:

_____ Date _____
Curriculum Department Representative approval

_____ Date _____
Curriculum Committee approval

_____ Date _____
Chief Instructional Officer

Date of Board approval

Course Articulation: A Checklist

West Hills Community College

English 1A - Composition and Reading

Larry Beloof

Course

Instructor

Faculty should include each of the following steps in order to guarantee correct articulation of a course revision.

This completed checklist must be attached to each course proposal submitted to the Curriculum Committee.

1. Faculty member who initiates a course revision must discuss it with appropriate colleagues, Instructional Administrator and Department Curriculum Committee representative.

Signature, Instructional Administrator

Date

2. Consult with Articulation Officer.

Signature, Articulation Officer

Date

3. For vocational courses, consult with the Associate Dean of Vocational Education.

Signature, Associate Dean of Vocational Education

Date

4. Consult with any other department on campus with similar or overlapping course content.

Signature, Department Curriculum Representative
(Originating Department)

Date

Agreement: Yes No

Comments: _____

Signature, Department Curriculum Representative
(Consulting Department)

Date

Course Revision Form
WEST HILLS COMMUNITY COLLEGE DISTRICT
COURSE REVISION

Initiated by: Larry Beloof Date: 4/25/03

Department: Arts and Letters

Course Name and #: English 1A Title: Composition and Reading

Change(s):

- Number
- Title
- Prerequisite (See Section 5 for Prerequisite forms)
- Units
- Catalog Description Update
- Grading Option
- Prefix
- Deletion
- Textbook change
- Five Year Review
- Other

Significant Change - *Does this change affect the course content to the degree a student could retake the course?* yes or no

From:

To: (Write new information here for any changes checked above.)

Justification: (Reason(s) for the above changes.)

Five-Year Review

Course Outline with Guidelines

Date: 4/25/03

Department: Arts and Letters

Course Name & Number: English 1A

Course Title: Composition and Reading

Units: 3

Grading option (select one): Standard Grading Only Credit/No Credit Only
 Standard Grading/Credit/No Credit

Materials Fee: \$ _____

Full Semester Lec Hours: 3 Short Term Lec Hours: 6 / 8 wks.

Full Semester Lab Hours: _____ Short Term Lab Hours: _____ / _____ wks.

How many times may this course be taken for credit? 1

1. PREREQUISITE(S): Successful completion of English 51A or the equivalent

and/or

ADVISORY(S):

2. CATALOG DESCRIPTION: English 1A is transfer-level theory and practice in reading and composition. The reading and writing include exposition and argumentation in rhetorical patterns such as narration, description, comparison/contrast, etc., or combinations of such patterns. At least one written research project is included: one ten-page term paper or two five-page research papers, to provide training in bibliographic techniques and the use of library facilities.

3. INSTRUCTIONAL OBJECTIVES (Use measurable objectives only):

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

- A. demonstrate college-level competence in reading.
- B. demonstrate college-level competence in writing expository prose.
- C. demonstrate college-level competence in writing persuasive prose.
- D. demonstrate college-level competence in critical thinking, especially in analysis and synthesis.
- E. demonstrate college-level competence in formal research techniques, either in two five-page papers or one ten-page paper.
- F. demonstrate ability, in both reading and writing, to focus on the strategy: finding the point or thesis of what is read or written.
- G. improve skills with the tactics of reading or writing: discovery of the structure of the reading material or proposed essay; discovery of the reading or writing at the paragraph level, then at the sentence level, and then at the level of specific diction.
- H. demonstrate use of standard academic grammar, punctuation, spelling, and proofreading.

4. COURSE CONTENT AND SCOPE (Instructional topics or units):
Students will write 8,500-10,000 words (about 40 pages), minimum, during the course. Different English 1A instructors will make different writing assignments, but at least 8,500 words must be marked and graded writing, not mere drafts. The following is one way, but not the only way:
- a. 500 words diagnostic (not graded but marked as advice to the student)
 - b. 1,000 words rough draft for essay #1 (not graded; exercise in stress-free, "automatic" writing, to demonstrate merit of rough drafts for all writing)
 - c. 5,000 words total of ten 500-word essays (including final exam)
 - d. 250 word essay #4 (mid-term; in-class)
 - e. 250 word essay #6 (mid-term; in-class)
 - f. 3,000 word term paper (10 pages minimum)
10,000 word minimum for the course

This specific model amounts to 7,500 words (written out of class) to be graded; 1,000 words (written in class) to be graded (two mid-terms and final) for a total of 8,500 words to be marked and graded. For reading, different instructors may choose different texts, but the total should be at least four, or the equivalent. A typical model might be: two books to be read and studied as a whole *plus* one book to be an anthology of shorter works *plus* one book to be a rhetoric/grammar handbook.

5. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):
- a. Lecture
 - b. Lead classroom discussions
 - c. Conduct tour of library facilities, if the individual instructor chooses
6. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):
- a. Graded short essays, in class and out of class
 - b. Graded term papers
 - c. Class participation and preparation
 - d. Exams and final exam
7. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:
To ensure against plagiarism, students should write at least two monitored essays (mid-term and final) of at least 500 words in length that are marked and graded. For example, an instructor might ask students to write an in-class essay analyzing one of the selected readings.
8. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING
(Use detail when describing student assignments and state in cognitive terms):
Assignments may vary, according to the individual instructors. Examples: (1) write a critical essay, in class, about one of the following concepts: truth, justice, beauty, God, or love; (2) in the above assignment, demonstrate techniques of definition and differentiation, use of examples, analysis, and synthesis.
9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:

Assignments may vary, according to the individual instructors. One approach is to allow the students "open topics." That is, they may write on anything they think is worthy of college-level attention. This gives room for all genders, races, sexual persuasions, ethnic and national backgrounds, and disabilities. Readings present a wide diversity of opinion by a variety of writers.

10. REQUIRED EXTRA CLASS ASSIGNMENTS: Optional to the individual instructors.

Learning Resources Statement and Collection Survey

- Catalog Change
 Five Year Review

Course Title and Number or Discipline: English 1A - Composition and Reading

Department : Arts and Letters Ext. _____

The holdings of the LRC collection in the subject area(s) related to the proposed new/revised course/discipline have been reviewed.

- The LRC has sufficient resources presently available for support of this course/discipline.
- The LRC resources are not presently adequate to support this course/discipline. Additional needed items have been identified and should be purchased.

Comments: _____

Faculty Signature _____ Date _____

Learning Resources Statement and Collection Survey

It is the policy of the West Hills Community College District to ensure that every course offered in the college curriculum is supported with a basic collection of materials and to ensure that the Coalinga and Lemoore campus libraries are used by faculty and students in the teaching and learning process. Library research assignments are effective means to teach critical thinking. An essential outcome of each course in the curriculum, and fundamental to critical thinking and self-directed learning, is the skill to find information and conduct library research.

When a new course or program is being developed, the faculty responsible should work with library faculty to review collection adequacy and recency and to recommend purchase of materials which will support the course(s). Accordingly, for every new/revised course or program proposed, a library collection survey must be completed and signed by the course originator and the college librarian. Also, to maintain currency, a survey must be completed for each discipline as part of the five year curriculum review. This above summary will be attached to and filed with the course syllabus.

The purpose of the resources survey is:

- 1) To allow the course originator to become familiar with the library holdings in the subject area.
- 2) To inform the library staff of new additions to the curriculum so that supporting materials can be acquired before offering the course.
- 3) To guide the district to build an effective library budget.
- 4) To enable the instructor to integrate library assignments into new courses offered.

While survey completion is required, there are no standards for course or program support that the LRC must meet before a new course is approved or a five year program review is completed.

WEST HILLS COMMUNITY COLLEGE
ADOPTED TEXTBOOK FORM

Course Name, # & Title: English 1A - Composition and Reading

1. Recommended textbook(s):

A. Title: The Norton Reader
Edition: 10th Edition ISBN #: 0-393-97383-2 (pbk.)
Author(s): Peterson, Brereton, Hartman, eds.
Publisher: W. W. Norton and Co.
Required Optional
Readability level: 9.1 (Attach readability materials to original.)

B. Title: The Brief Penguin Handbook
Edition: _____ ISBN #: 0-321-06729-0
Author(s): Lester Faigley
Publisher: Longman
Required Optional
Readability level: 10.7 (Attach readability materials to original.)

2. Supplemental text(s):

A. Title: Supplemental reading choice of instructor
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

Adopted by: **(All appropriate faculty)**

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Distribution: Signed original to Instruction Office to be filed with official Course Outline. One copy must accompany ANY textbook change form to the Bookstore.
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English 1A

Supplemental Textbooks

These are suggestions only; the list is not a comprehensive and will be updated each semester.

A Canticle for Leibowitz, by Walter Miller
A Death in the Family, by James Agee
A Lesson before Dying, by Ernest Gaines
A Severed Wasp, by Madeleine L'Engle
A Town Like Alice, by Nevil Shute
Arrow of God, by Chinua Achebe
Bean Trees, by Barbara Kingsolver
Black Boy, by Richard Wright
Bloodline, by Ernest Gaines
Cold Mountain, by Charles Frazier
Family Linen, by Lee Smith
Heart of Darkness, by Joseph Conrad
Hurricane: The Miraculous Journey of Rubin Carter
Invisible Man, by Ralph Ellison
Jasmine, by Bharati Mukherjee
Love in the Time of Cholera, by Gabriel Garcia Marquez
Makes Me Wanna Holler, by Nathan McCall
Monster: The Autobiography of an LA Gang Member, by Sanyika Shakur
Native Son, by Richard Wright
No Disrespect, by Sister Souljah
Of Love and Dust, by Ernest Gaines
Othello, by William Shakespeare
Patty Jane's House of Curl, by Lorna Landvick
Praying for Sheetrock, by Melissa Fay Greene
Range of Motion, by Elizabeth Berg
Save Me the Waltz, by Zelda Fitzgerald
Snow Falling on Cedars, by David Guterson
Sting Like a Bee: The Muhammad Ali Story, by Jose Torres
Sula, by Toni Morrison
Summer of the Great-Grandmother, by Madeleine L'Engle
Tales Out of School, edited by Susan Richards Shreve and Porter Shreve
Talk Before Sleep, by Elizabeth Berg
They Autobiography of Malcolm X, by Alex Haley
The Bluest Eye, by Toni Morrison
The Cheese Monkeys, by Chip Kidd
The Glass Menagerie, by Tennessee Williams
The Great Gatsby, by F. Scott Fitzgerald
The Ice Age, by Margaret Drabble
The Idea of Perfection, by Kate Grenville
The Interpreters, by Wole Soyinka
The Living, by Annie Dillard
The Love Letters, by Madeleine L'Engle
The Reader, by Bernard Schlink
The Shipping News, by Anne E. Prolux
The Small Rain, by Madeleine L'Engle
The Things They Carried, by Tim O'Brien
Their Eyes Were Watching God, by Zora Neale Hurston
These Latter Days, by Laura Kalpakian
Veronika Decides to Die, by Paulo Coelho
What Dreams May Come, by Richard Matheson

English 1A, Composition and Reading

The Norton Reader, 10th Edition

edited by Linda H. Peterson, John C. Brereton, and Joan E. Hartman

p. 67

Once in a while one of the sleepers will not wake. Like the brown wasps, he will have had his wish to die in the great droning center of the hive rather than in some lonely room. It is not so bad here with the shuffle of footsteps and the knowledge that there are others who share the bad luck of the world. There are also the whistles and the sounds of everyone, everyone in the world, starting on journeys. Amidst so many journeys somebody is bound to come out all right. Somebody.

p. 405

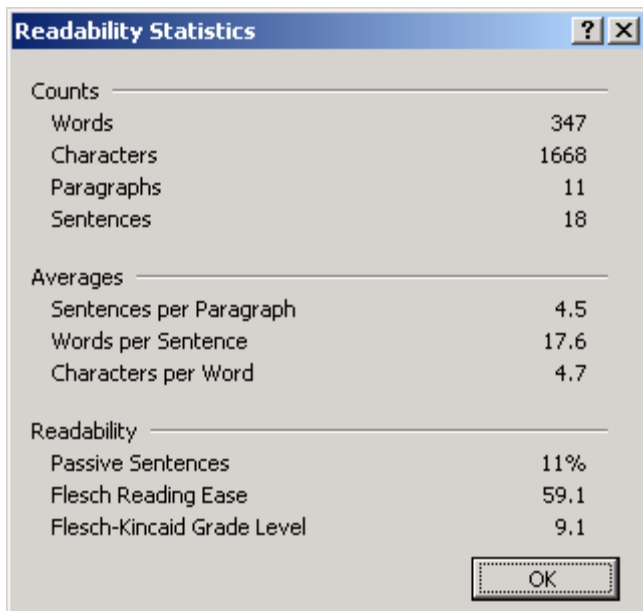
The economist Milton Friedman taught that superior products flourished and shabby ones died out when consumers voted emphatically with their dollars. But the truth of the marketplace is that shabby products can do just fine if they sustain the veneer of quality while slipping downhill, as has much of higher education. Faced with demanding consumers and stiff competition, colleges have simply issued more and more A's, stoking grade inflation and devaluing degrees.

p. 744

I find this canting nonsense. The purpose of the bombs was not to "punish" people but to stop the war. To intensify the shame Gray insists we feel, he seems willing to fiddle the facts. The Hiroshima bomb, he says, was dropped "without any warning." But actually, two days before, 720,000 leaflets were dropped on the city urging everyone to get out and indicating that the place was going to be (as the Potsdam Declaration had promised) obliterated. Of course few left.

p. 979

Rafting is a much less common but still important means of transport. Logs, branches, sometimes entire trees fall into rivers and bays and are carried out to sea, complete with microorganisms, insects, snakes, frogs, and occasional rodents and other small mammals living on them at the moment of departure. Rocks of pumice from old volcanic islands, riddled with enough closed air spaces to keep them afloat, also serve as rafts.



Readability Statistics	
Counts	
Words	347
Characters	1668
Paragraphs	11
Sentences	18
Averages	
Sentences per Paragraph	4.5
Words per Sentence	17.6
Characters per Word	4.7
Readability	
Passive Sentences	11%
Flesch Reading Ease	59.1
Flesch-Kincaid Grade Level	9.1
OK	

English 1A, Composition and Reading

The Brief Penguin Handbook

by Lester Faigley

p. 177

Take a look at your school's Web site. Some colleges and universities follow the organizational structure of the school for defining the major categories. On such sites you'll find that the major links are for administration, libraries, colleges and departments, graduate studies programs, campus life, and so on. Others begin from the perspective of potential users with major categories for students, faculty, staff, alumni, parents, visitors, and businesses. These categories were not selected on the spur of the moment. They reflect long discussions about the mission of the school.

p. 233

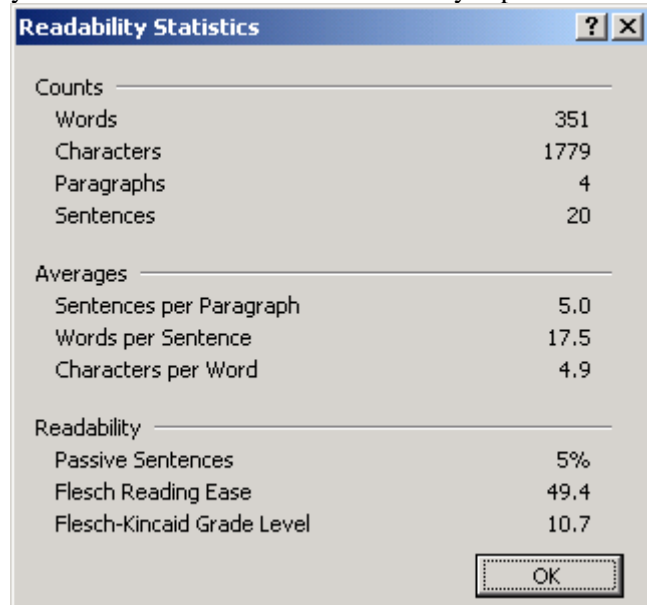
The two styles of documentation used most frequently are the American Psychological Association (APA) style and the Modern Language Association (MLA) style. The APA style is followed in the social sciences and education (see Chapter 23), while the MLA style is the norm for the humanities and fine arts disciplines. If you have questions that the examples in this chapter do not address, consult the *MLA Handbook for Writers of Research Papers*, fifth edition (1999) and the *MLA Style Manual and Guide to Scholarly Publishing*, second edition (1998).

p. 329

No action words here! The paragraph describes a series of actions, yet the only verbs are forms of *be* (*is*, *was*, *were*). These sentences are not in the passive voice, but they typify writing that uses *be* verbs when better alternatives are available. Think about what the actions are and choose powerful verbs that express those actions.

p. 369

Many people feel uncomfortable when they hear the word *grammar*. They think of grammar as a set of mysterious rules that they are constantly in danger of violating. In fact, people know intuitively the grammar of their native language or else they couldn't speak it. What they often don't know is how grammar works. Just as you can drive a car without knowing much about an engine, you can also write without knowing much about the concepts of grammar. But if you know a little about how your car works, you can keep it running better and longer. Similarly, if you understand a few concepts of grammar, you can be more confident about many aspects of writing.



Readability Statistics	
Counts	
Words	351
Characters	1779
Paragraphs	4
Sentences	20
Averages	
Sentences per Paragraph	5.0
Words per Sentence	17.5
Characters per Word	4.9
Readability	
Passive Sentences	5%
Flesch Reading Ease	49.4
Flesch-Kincaid Grade Level	10.7

New or Revised Prerequisite/Co requisite/Advisory Packet

Course Number: English 1A

Course Title: Composition and Reading

This packet contains the following forms. When returning to the instruction office, please check the forms you have filled out.

- Form A:** Use this form only to establish a basic skills advisory.
- Form B:** Use this form for the content review of all courses that will have a prerequisite, co requisite or advisory of any kind beyond basic skills. Use it also to establish that no prerequisite, co requisite or advisory is needed.
- Form C:** Use this form for any course that will have a prerequisite or co requisite (not for advisories) required by an external agency.
- Form D:** Use this form is for a prerequisite or co requisite that requires research and data collection.
- Form E:** Use this form for health and safety prerequisites.
- Sign-Off Sheet:** Use this form to obtain the appropriate signatures for all of the above forms.

**CONTENT REVIEW FOR COURSES
REQUIRING A PREREQUISITE/COREQUISITE OR ADVISORY
BEYOND BASIC SKILLS**

**CONTENT REVIEW TO ESTABLISH THAT NO PREREQUISITE/COREQUISITE OR ADVISORY IS
NEEDED**

Course Number: English 1A Course Title: Composition and Reading

List in Column 1 at least three specific major concepts or skills that a student will learn in the prerequisite/co requisite or advisory course(s) that are essential to the successful completion of the outcome course. In Column 2, state why the skill in Column 1 is essential to success in the outcome course.

Put each prerequisite, co requisite or advisory course on its own Form B. If you need more space, attach a second page.

Prerequisite Co requisite Advisory None

Course Title: English 51A	Outcome Course Title: English 1A
<u>Column 1</u> Exit Concepts and Skills of Prerequisite/Co requisite/Advisory Course:	<u>Column 2</u> Specifically How This is Necessary In the Outcome Course:
<u>Students exiting Eng. 51A should be able to:</u> 1. identify author's point of view and supporting arguments. 2. apply higher level thinking skills, such as making comparisons, contrasts, predictions, inferences. 3. compose coherent, error-free essays of at least 300 words.	<u>Eng 1A requires</u> sophisticated reading, thinking, and writing; the typical weekly essay is 500 words minimum, and there is a long term paper.

Prerequisite/Co requisite/Advisory Sign-Off Sheet

**Please check all
that apply:**

- | | | |
|---------------------------------|--|---------------------------------|
| <input type="checkbox"/> Form A | <input checked="" type="checkbox"/> Form B | <input type="checkbox"/> Form C |
| <input type="checkbox"/> Form D | <input type="checkbox"/> Form E | <input type="checkbox"/> None |

Outcome course:

Course Number: **English 1A** Course Title: **Composition and Reading**

Content Review completed by:

_____ Date _____

_____ Date _____

_____ Date _____

Verification of Departmental Approval

Curriculum Committee Representative:

_____ Date _____

Associate Dean:

_____ Date _____

All signatures above this line must be completed before taking to Curriculum Committee

Approved by Curriculum Committee:

Faculty Co-Chair _____ Date _____

Administrative Co-Chair _____ Date _____

Chief Instructional Officer _____ Date _____