

# *San Joaquin Valley College*

## Course Outline

**Division:** Business, Health, & Technical Studies  
**Program:** General Education

**Course Number:** ENG 122  
**Course Name:** Composition and Reading – Part B  
**Total Semester Units:** 3  
**Total Hours:** 45  
**Theory/Lecture Hours:** 45  
**Application/Lab Hours:** 0  
**Externship/Clinical Hours:** 0

### **Course Description:**

This course is the second portion of our college level English course. By building on the skills learned in Part A, students will continue to critically read and write in a variety of rhetorical modes. Students will read various essays and literature, and apply critical analysis to their own writing. In this course they will build information literacy skills through research, and describe the connection between effective communication and professionalism. Students will complete their goal of writing a minimum of 6000 words.

### **Course Learning Outcomes**

**Upon completion of this course, the student will be able to:**

1. Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences
2. Write in a variety of rhetorical modes, which can include: argument, persuasion, exemplification, and analysis
3. Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing
4. Incorporate principles of research, sources, and APA documentation into original writing
5. Demonstrate information literacy, including analytical use of an electronic environment, to effectively research
6. Describe the connection between verbal and written communication and use these skills to present him/herself professionally

### **Grade Item Weights**

- 17% Quizzes
- 50% Projects/Homework
- 33% Exams

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### **Unit Objectives**

#### **Unit 1: Principles of the Writing Process**

**Upon completion of this unit of instruction the student will be able to:**

- 1.1 Explain and utilize planning, shaping, drafting, revising, and editing skills
- 1.2 Identify steps of the Writing Process by reading and analyzing literary examples
- 1.3 Utilize planning and shaping in writing
- 1.4 Demonstrate pre-writing techniques
- 1.5 Apply revising strategies to improve his/her own writing
- 1.6 Work in collaboration with peers in the revision process
- 1.7 Use electronic resources to revise and develop writing

#### **Unit 2: Elements of a Complete, Coherent Essay**

**Upon completion of this unit of instruction the student will be able to:**

- 2.1 Identify and utilize basic and advanced essay formats
- 2.2 Create effective introductions and conclusions
- 2.3 Construct accurate and thoughtful thesis statements and topic sentences
- 2.4 Create unity and coherence by using transitional techniques and phrases

#### **Unit 3: Critical Reasoning and Analytical Reading**

**Upon completion of this unit of instruction the student will be able to:**

- 3.1 Identify the need for planning, flexibility, and metacognition in the thinking process
- 3.2 Employ close reading techniques to discuss and evaluate various literary examples
- 3.3 Identify the differences between verbal and written communication and use these skills to present professional writing
- 3.4 Use analytical skills to connect written and verbal communication
- 3.5 Analyze and evaluate various rhetorical modes of communication
- 3.6 Apply critical analysis to personal and professional writing
- 3.7 Analyze and evaluate various writing with peers
- 3.8 Analyze electronic research sources for quality

#### **Unit 4: Writing Skills**

**Upon completion of this unit of instruction the student will be able to:**

- 4.1 Demonstrate correct use of grammar, spelling, punctuation, sentence structure and word choice in college level writing
- 4.2 Demonstrate effective use of description and detail

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- 4.3 Write in a variety of rhetorical modes, such as narration, description, definition, argument, persuasion, exemplification, cause-effect, comparison/contrast, classification, and analysis
- 4.4 Edit and proofread personal writing with peers
- 4.5 Practice enough writing to meet end goal of 6000 words by the end of course

### **Unit 5: Academic Research and APA Documentation Skills**

#### **Upon completion of this unit of instruction the student will be able to:**

- 5.1 Apply APA format to pieces of personal writing
- 5.2 Practice proper APA documentation of sources
- 5.3 Recognize and avoid plagiarism
- 5.4 Demonstrate information literacy by identifying appropriate sources for inclusion in academic research
- 5.5 Locate and identify appropriate sources for inclusion in academic research
- 5.6 Use research techniques to find information through electronic and print resources
- 5.7 Use research sources to support and defend ideas

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### Instructional Strategies and Methods for Assessing Student Learning Outcomes:

#### 1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

#### 2. Required Reading, Writing, Projects, and Outside of Class Assignments:

Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

#### 3. Methods to Measure Achievement of Student Learning Outcomes:

Students in this course will be graded in the following categories:

##### a) Writing Assignments:

- Written homework
- Research papers
- Term or other papers

##### b) Computational or Non-Computational Problem Solving Demonstrations:

- Exams
- Homework problems
- Quizzes

##### c) Skill Demonstration:

- Individual and group presentations
- Performance exams
- Skill competencies
- Case studies

##### d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D
Below		65%	=	F