# **COURSE OUTLINE**

**English 120**

**Composition and Reading**

1. **Catalog Statement**

English 120 is designed for students who want to prepare for the writing required in college classes and other settings. The course emphasizes practice in the writing of thesis-based essays and the critical analysis of selected prose works dealing with important contemporary ideas. English 120 provides practice in the mechanics, style, and organization of paragraphs and essays.

#### Units – 3.0

Lecture Hours – 4.0

Recommended Preparation: English 192. (English 192 may be taken concurrently.)

Prerequisite: English 191 or placement based on a composite of test scores and academic background.

1. **Course Entry Expectations**

Skill level ranges: reading-5+; writing-5+; listening-5+; speaking-5+; math-1.

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Prior to enrolling in this course, the student should be able to:

* 1. analyze short essays (approximately 2-6 pages in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence.
	2. evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure.
	3. organize and write an essay which
1. addresses the topic and is directed by a thesis statement
2. has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization
3. shows some awareness of critical thinking: i.e., linkage of evidence with assertion, some awareness of pro-con sides to an issue, ability to compare/contrast two short readings in a focused way
4. develops ideas, moving from general to specific
5. is easy to read and follow
6. uses a variety of sentence types
7. **Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. organize and write thesis-based essays
2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements
3. critically analyze selected prose works dealing with important contemporary issues
4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions
5. gather and organize information through library research
6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work as specified by the English 120 rubric.

**IV. Course Content**

A. Grammar 12 hours

1. Sentences
	1. Variety of types
	2. Subordination
	3. Fragments
	4. Comma splices
	5. Run-ons
2. Agreement problems
	1. Subject and verb
	2. Pronoun and antecedent
3. Case problems
4. Tense and mood

B. Mechanics 8 hours

1. Punctuation
2. Capitals
3. Italics, underling, quotation marks
4. Abbreviations and numbers

C. Diction 4 hours

1. Connotation, denotation, context
2. Exact words
3. Formal vs. informal
4. Vocabulary building

D. Rhetoric 4 hours

1. Adequacy of development
2. Point of view
3. Emphasis and intensification
4. Variety
5. Style

E. Writing with a thesis 10 hours

1. Logic and fact vs. feeling
	1. Identifying assumptions
	2. Weighing opinions against facts
	3. Identifying main ideas and responding to reading
2. Composing a thesis statement
	1. Structuring a thesis
	2. Narrowing and refining
3. Supporting a thesis
	1. Clarifying a thesis, e.g. defining key terms
	2. Using detailed rather than vague examples
	3. Stating and explaining reasons
	4. Using facts

F. Organizing paragraphs 6 hours

1. Types of paragraphs
2. The topic sentence
3. Unity and coherence
4. Transition within a paragraph
5. The closing sentence

G. Organizing essays 6 hours

1. Relation of thesis to topic sentences
2. Kinds of sentence transitions
3. Kinds of introductory paragraphs
4. Conclusions

H. Reading and discussing expository and argumentative 8 hours

 Materials

1. Identifying and summarizing main ideas
2. Evaluating assertions

I. Doing research 6 hours

1. Posing research questions
2. Using the library
	1. Accessing the computer
	2. Locating books and periodicals
3. Developing a bibliography
	1. Gathering a variety of sources
	2. Evaluating usefulness of materials
	3. Bibliography form
4. Taking research notes
	1. Using note cards
	2. Quoting, summarizing, paraphrasing
5. Outlining
	1. Getting from note cards to outline
	2. Identifying information gaps
6. The thesis/main idea sentence
	1. The thesis as an answer to a research question
	2. Using research information to refine a thesis
7. Developing the preliminary drafts
8. Documenting sources
	1. M.L.A. style of documentation
	2. The “Works Cited” page
	3. Plagiarism
9. Preparing introductions and conclusions
10. Preparing the final draft
11. **Methods of Presentation**

The following instructional methodologies may be used in the course:

1. classroom lecture and discussion
2. collaborative learning
3. educational technologies including word processing, Internet, and electronic presentation
4. **Assignments and Methods of Evaluation**
5. either five 500-750 word essays and one research paper of 1,000 or seven 500-750 word essays, at least two of which are based on research
6. the research component must include at least four library sources, one of which will be an on-line source
7. at least half of the graded assignments will be written in class
8. at least half of the graded assignments will incorporate analysis of the readings.
9. quizzes on grammar.

**VII. Textbooks**

Rosa, Models For Writers, 10th edition, 0312531133, Bedford, 2009

Hacker, A Writer’s Reference , 6th edition, 0312593325, Bedford, 2009

Hacker, Rules For Writers: A Brief Handbook, 4th edition, 0312401833, Bedford, 2001

Langan, College Writing Skills/Readings, 7th edition, 0073384089, McGraw-Hill, 2007

Taylor, Primus: Grammar & Comp. For Eng. 120, 039016753X, McGraw-Hill

1. **Student Learning Outcomes**

Upon successful completion, the student will be able to:

1. analyze and synthesize information from a series of related articles, as demonstrated by summary, paraphrase, and quotation.
2. write a multi-paragraph length argumentative essay which addresses the topic, applies knowledge of essay organization conventions and basic MLA citation form, displays a command of standard English grammar, and demonstrates a growing awareness of critical thinking through its development of ideas and cited, logically applied evidence derived from a series of related readings.
3. interpretation and Evaluation: Assess a composition for unity, development, coherence, strength of evidence, proper integration of reading sources, and correct citation.