

ENGL 1T: INTEGRATED COMPOSITION & READING

Foothill College Course Outline of Record

Heading	Value
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Prerequisite:	ENGL 1S.
Corequisite:	ENGL 242B or NCEN 442B.
Advisory:	Student should enroll with the same instructor as taken for ENGL 1S; if the student intends to use ENGL 1S & 1T combination to satisfy the Foothill General Education requirement for Area II, English, the student must complete ENGL 1S & 1T; to receive UC transfer credit for ENGL 1A, the student must complete ENGL 1S & 1T, and UC will transfer 5 units maximum for the combination of these two courses; the student may enroll in ENGL 1T or 1A, but not both, for credit; not open to students with credit in ENGL 42T.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area II: English
Transferable:	CSU/UC
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Read and write extended expository compositions, increasing in length and complexity, that articulate a perspective in relation to and informed by whole texts and class discussion.
- Analyze college-level expository, narrative, and argumentative non-fiction prose for use as source information and/or model for writing

Description

Integrated reading and writing pathway that scaffolds instruction in freshman composition outcomes over two quarters, ENGL 1S and 1T respectively. Over this two quarter stretch, students read college-level texts and write a total of 8,000 words, comprised of a minimum of eight compositions (of which at least five must be out-of-class and at least two must be in-class) to practice the techniques of critical reading, critical thinking, and written communication. Reading focused primarily on works of non-fiction prose, including published and student writing, chosen to represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences.

Course Objectives

The student will be able to:

- A. Identify oneself as a part of larger academic discourse communities

1. Demonstrate reading comprehension and construct meaning through summary
 2. Identify and synthesize inter-textual relationships among multiple works (published and student texts)
 3. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format
 4. Comprehend writing prompts to understand context and purpose and meet expectations of the assignment, including timed writing
 5. Collaborate with others during the reading and writing process, offering constructive criticism and accepting the criticism of others
 6. Recognize differences and/or similarities in cultural value systems represented in various texts and within readers
- B. Understand reading and writing as a means to think critically and to develop and articulate one's own perspectives
1. Identify contexts, purposes, and rhetorical decisions that shape reading and writing in order to understand the nature of effective communication and discourse
 2. Read primarily non-fiction texts actively and effectively and think critically about information acquired from readings, research, and other sources
 3. Recognize and employ critical thinking skills, including comprehension, application, analysis, evaluation, and synthesis
 4. Articulate (verbally and in writing) one's own perspective based on critical evaluation of texts
- C. Understand reading and writing as an integrated processes for meaning-making and communication
1. Analyze college-level expository, narrative, and argumentative non-fiction prose for use as source information and/or model for writing
 2. Read and write extended expository compositions, increasing in length and complexity, that articulate a perspective in relation to and informed by whole texts and class discussion
 3. Identify and formulate arguable theses
 4. Identify and formulate logical and systematic patterns of organization
 5. Recognize and develop topics and main ideas at the paragraph level
 6. Identify syntactical structures and apply to the editing of writing to achieve sentence variety and maturity
 7. Use vocabulary strategies to identify and produce diction (including connotative language) and tone appropriate to the content, audience, and purpose of the specific writing task
 8. Identify grammatical patterns and apply to the proofreading of writing to the degree that the nature and frequency of errors do not become distracting
- D. Reflect on their own reading and writing processes as an avenue to achieving greater control of these processes and increased effectiveness as a reader and writer
1. Use strategies for generating, revising, editing, and proofreading their own work
 2. Evaluate their own writing as an advanced critical reader at the essay, paragraph, and sentence levels
- E. Understand and value of academic integrity and demonstrate ethical conduct
1. Integrate appropriate text citations and MLA documentation

Course Content

- A. Identifies oneself as a part of larger academic discourse communities
1. Demonstrate comprehension and construct meaning through summary
 - a. Patterns of organization
 - b. Topics and sub-topics
 - c. Topic questions
 - d. Sections

- e. Reverse outlines
- f. Graphic organizers
- g. Paraphrasing
- 2. Identify and synthesize inter-textual relationships among multiple works (published and student texts)
 - a. Key concepts/common themes
 - b. Points and counterpoints
- 3. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format
- 4. Comprehend writing prompts to understand context and purpose and meet expectations of the assignment, including timed writing
- 5. Collaborate with others during the reading and writing process, offering constructive criticism and accepting the criticism of others
 - a. Collaborative reading (e.g., book groups, group annotations, student-generated questions)
 - b. Collaborative writing (e.g., presentations, paragraphs)
 - c. Skills in constructive verbal and written feedback
 - d. Workshop student writing (e.g., whole essay, thesis statements, paragraphs)
 - e. Peer response/peer review
 - f. Peer editing
- 6. Recognize differences and/or similarities in cultural value systems represented in various texts and within readers
 - a. Worldview (based on factors, such as gender, culture, religion, history, ethnicity)
 - b. Connotative language
 - c. Bias
- B. Understand reading and writing as a means to think critically and to develop and articulate one's own perspectives
 - 1. Identify contexts, purposes, and rhetorical decisions that shape reading and writing in order to understand the nature of effective communication and discourse
 - 2. Read primarily non-fiction texts (published and peer texts) and think critically about information acquired from readings, research, and other sources
 - a. Preparation for reading
 - b. Active reading
 - 3. Recognize and employ critical thinking skills, including comprehension, application, analysis, evaluation, and synthesis
 - 4. Articulate and situate own perspectives in relation to texts
 - a. Worldview and biases
 - C. Understand reading and writing as integrated processes for meaning-making and communication
 - 1. Analyze college-level expository, narrative, and argumentative non-fiction prose for use as source information and/or model for writing
 - a. Draw and communicate reasoned inferences based on careful reading of a text to construct meaning
 - 1) Analysis of whole text
 - 2) Summary versus interpretation
 - b. Cultural contexts and audience awareness
 - c. Rhetorical form
 - 1) Genre
 - 2) Purpose
 - 3) Style, voice
 - d. Organizational patterns based on the above
 - 1) Transitions
 - 2) Concessions
 - e. Main ideas and support based on the above
 - 1) Logical use of evidence
 - f. Syntax and diction based on the above
 - 1) Varied sentence structures to show logical relationships, including transitions and concessions
 - 2) Word choice
 - 2. Read and write extended expository compositions, increasing in length and complexity, that articulate a perspective in relation to and informed by whole texts and class discussion
 - a. Apply reading and writing processes
 - 1) Post-reading: comprehension check and reflective response, such as:
 - a) Graphic organizers
 - b) Reverse outlining
 - c) Summary
 - d) Informal written responses
 - e) Questioning
 - f) Purposeful discussion
 - 2) Pre-writing:
 - a) Brainstorming, concept mapping
 - b) Outlining
 - 3) Drafting (multiple stages)
 - a) Ideas/content
 - b) "Working" thesis
 - c) Organization
 - d) Main ideas
 - e) Evidence
 - 4) Post-drafting
 - a) Peer response
 - b) Revision for content, thesis refinement, organization, main ideas, support
 - c) Editing for transitions, sentence variety, word choice
 - d) Proofreading for mechanics, including grammar and format
 - 3. Identify and formulate arguable theses
 - a. Stated and implied
 - b. Thesis locations
 - 4. Identify and formulate logical and systematic patterns of organization
 - a. Intro, body, conclusion
 - b. Patterns of organization
 - c. Advanced annotation: sectioning using text clues
 - d. Transitional signals
 - 5. Recognize paragraph organization and structure
 - a. Recognize and develop topics and main ideas at the paragraph level
 - 1) Related to thesis (whole text)
 - 2) Topics and sub-topics
 - 3) Stated and implied main ideas
 - 4) Generality and specificity (major and minor)
 - 5) Relationships between/among main ideas
 - 6) Recognize, identify, and select supporting evidence
 - a) Types of evidence, e.g., facts, testimony, opinions, as related to main idea(s)
 - b) Credibility of source
 - c) Integrated appropriately (context and accuracy)
 - 6. Identify syntactical structures and apply to the editing of writing to achieve sentence variety and maturity
 - a. Coordination and subordination, including concession
 - b. Modifiers: adjective clauses, noun phrase appositives, verbal phrases
 - 7. Use vocabulary strategies to identify, construct, and produce meaning (including connotative language) and tone appropriate to the content, audience, and purpose of the specific writing task
 - a. Vocabulary in context: relevance to comprehension of main ideas and writer's purpose
 - b. Word part analysis: grammatical function (part of speech)
 - c. Dictionary use: understand multiple meanings to choose meaning appropriate to context

8. Identify grammatical patterns and apply to the proofreading of writing to the degree that the nature and frequency of errors do not become distracting

- a. Rules of punctuation, including commas, quotation marks, apostrophes
- b. Common errors: fragments, comma splices

D. Reflect on their own reading and writing processes as an avenue to achieving greater control of these processes and increased effectiveness as a reader and writer, reinforcing the objectives of the ENGL 242B co-requisite

1. Use strategies for generating, revising, editing, and proofreading their own work

2. Evaluate their own writing as an advanced critical reader at the essay, paragraph, and sentence levels

E. Understand and value of academic integrity and demonstrate ethical conduct

1. Integrate appropriate text citations and MLA documentation of the work of others

Lab Content

Not applicable.

Special Facilities and/or Equipment

No special facility or equipment needed.

Method(s) of Evaluation

A. Informal assessment options

- 1. Journals, including blogs and/or online posts
- 2. Free-writes
- 3. Annotations
- 4. Discussions/debates
- 5. Informal presentations
- 6. Author dialogs
- 7. Quizzes

B. High-stakes

- 1. Options
 - a. Formal presentations
 - b. Tests
- 2. Required: (note, evaluations below required over two quarters, including ENGL 1S and 1T)
 - a. Eight formal essays, totaling 8,000 words (of which at least five out-of-class and two timed, proctored in-class)

Method(s) of Instruction

Lecture.

Representative Text(s) and Other Materials

At least two full-length books (one of which must be a single-author, book-length text and one of which may be an anthology, course reader, or reading/writing apparatus). Texts should primarily be non-fiction, supplemented at instructor's discretion with additional readings, handbook, or dictionary. (Note: number of texts described are required over two quarters, including ENGL 1S and 1T.)

The following are suggested single-author, book-length texts for the course, representing a range of genres and topics:

Ackerman, D. Deep Play. Vintage Books, 2000.

Finkel, David. The Good Soldiers. New York: Sarah Crichton/Farrar, Straus and Giroux, 2009.

Gilbault, Rose Castillo. Farmworker's Daughter: Growing Up Mexican in America. Berkeley: Heyday, 2006.

Gladwell, Malcolm. The Outliers: The Story of Success. New York: Back Bay Books, 2009.

Goldsmith, Suzanne. A City Year. The New Press, 1989.

Herzgaard, Mark. Earth Odyssey: Around the World in Search of our Environmental Future. Broadway Books, 1999.

Krackauer, J. Into Thin Air: A Personal Account of the Mount Everest Disaster. Anchor Books, 1998.

Lamott, Anne. Bird by Bird: Some Instructions on the Writing Life. Anchor Books, 1995.

Levitt and Dubner. Freakonomics: A Rogue Economist Explores the Hidden Side to Everything. New York: Harper, 2009.

Orwell, George. Down and Out in Paris and London. Penguin Paperback.

Salzman, Mark. True Notebooks: A Writer's Year at Juvenile Hall. New York: Vintage, 2004.

Sobel, Dava. Galileo's Daughter. Walker Press, 1999.

Takaki, Ronald. A Different Mirror: A History of Multicultural America. Boston: Little, Brown, and Co., 1993.

Welty, Eudora. One Writer's Beginnings. Warner Books, 1991.

The following are suggested anthologies for the course:

Barnet, Sylvan, and Hugo Bedau. Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings. 10th ed. Boston: Bedford Books of St. Martin's Press, 2014.

Berens and Rosen. Writing and Reading Across the Curriculum. 13th ed. New York: Longman, 2015.

Colombo, Gary, Robert Cullen, and Bonnie Lisle. Rereading America: Cultural Contexts for Critical Thinking and Writing. Boston, MA: Bedford/St. Martins, 2013.

Lunsford, Andrea. Everything's an Argument. 6th ed. Bedford/St. Martin's Press, 2012.

The following are suggested reading/writing apparatuses for the course:

Graff, Gerald, and Cathy Birkenstein. They Say / I Say: the Moves That Matter in Academic Writing. 4th ed. New York: W.W. Norton, 2014.

Kennedy, X.J. The Bedford Guide for College Writers: With Reader. 10th ed. New York: St. Martin's Press, 2013.

Lunsford, Andrea. Everything's an Argument. 6th ed. Bedford/St. Martin's Press, 2012.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Reading non-fiction essays and at least two book-length works
- B. Journal responses to readings
- C. Written analysis of readings

Discipline(s)

English