



### Revised Course Proposal: ENGL C1000 - Academic Reading and Writing

#### Catalog Entry

---

Discipline English

Course Number C1000

Course Title Academic Reading and Writing

**Units:** 4.000

**Lecture Hours:** 72.000

**Scheduled Laboratory Hours:**

**TBA:**

**Total Contact Hours:** 72.000

**Additional Outside-of-Class Hours:**

**Total Outside Class Hours:** 144.000

**Total Student Learning Hours:** 216.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 100

#### Requisites

---

*Placement as determined by college's multiple measures assessment process.*

#### Catalog Description

---

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Formerly: ENGL 101 - Freshman Composition.

---

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

#### CIC Approval

---

## Student Learning Outcomes

---

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

1. PART 2:
2. Demonstrate proficiency in summarizing, paraphrasing, and analyzing texts.
3. Demonstrate proficiency in supporting complex thesis statements with sufficient support.
4. Demonstrate proficiency in using standard written English.  
  
Demonstrate proficiency in integrating and documenting appropriately chosen sources in MLA
5. format (or when appropriate to the assignment APA format) in an academic research paper.

## Course Objectives

---

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

### **PART 2:**

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Course Content

---

### Course Lecture Content

1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.
8. Compose a minimum of 5,000 words of formal writing across major assignments.

## PART 2: Optional Expanded or Additional Topics

### Purpose, Audience, Strategies

- Understanding various rhetorical purposes; the needs of various audiences; use of a variety of strategies to develop a text for a specific purpose and to appeal to a specific audience.

### Critical Reading

- Understanding texts at both the literal, interpretive, and evaluative level and, when appropriate, beyond it, moving toward establishing the reader's own informed opinions, writing summaries that accurately reflect the original, and being an active, engaged reader of both non-fiction and fictional works.

### The Writing Process

- Generating ideas for a draft through prewriting, techniques, writing, revising, and editing. In preparing a completed draft for evaluation, the student will generate ideas through prewriting techniques, plan and organize those ideas, write a rough draft, revise it for content, form, and appropriateness of expression, and edit it for technical correctness.

### Finding and Limiting Topics and Methods of Framing Thesis Statements

- Choosing the appropriate mode to find and limit a topic and using certain sentence patterns to frame an effective thesis statement for a variety of rhetorical purposes.

### Basic Structure of the Essay

- Understanding the distinct parts of an essay and how to craft them, including effective introductions; significant, clearly defined thesis or guiding statements; unified and coherent developmental paragraphs with focusing topic statements and clear transitions; and conclusions that reframe the essential elements of the essay and provide the paper with an effective sense of closure while avoiding mere repetition of the introduction.

### Sentence Structure, Diction, and Mechanics

- Developing style and sentence variety and correctness by observing, analyzing, and imitating written models, through sentence combining and by applying customary rules of grammar, punctuation, and spelling.

## Resources and the Research Paper

- The student will use the library and other resources such as the Internet to gather evidence for the research paper. In addition, the student will choose a topic, limit it appropriately, take notes, organize information, and write a paper, documenting and citing sources using MLA format or, if appropriate given the class' focus (a course paired with a Social Science or MESA partner class, for example), APA format.

## Course Materials

---

### Textbook

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts. 2024

A college-level handbook on writing and documentation or evidence of similar writing pedagogy. 2024

Course texts may include book-length works. 2024

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within (7) years of the course outline approval date. 2024

### Other Required Materials

PART 2:

### Textbook

Axelrod, R. B., Cooper, C. R., Carillo, E. C., and Cleaves, W. T. St. Martin's Guide to Writing. 13th. Bedford St. Martin's. ISBN: 9781319374471. 2022.

Langan, J. and Albright, Z. College Writing Skills with Readings. 11th McGraw Hill. 9781264307012. 2023. McCuen-Metherell, J. R. and Winkler, A. C. Readings for Writers (with APA updates and MLA 2021 update card). 16th. Cengage. ISBN: 9780357792582. 2020.

Kennedy, X. J., Kennedy, D., Aaron, J. E., and Repetto, E. K. Bedford Reader. 14th. Bedford St. Martin's. ISBN: 9781319203023. 2020.

Hacker, D. and Sommers, N. Bedford Handbook with 2021 MLA revision. 12th. Bedford St. Martin's. ISBN: 9781319332020. 2023.

Axelrod, R. B. Reading Critically, Writing Well with 2020 APA and 2021 MLA Updates. 12th. Bedford St Martin's. ISBN: 9781319462796. 2020.

## What methods will be employed to help students learn?

---

- Class Discussions
  - Seminar-style discussions with some led by students.
- Directed Learning Activities

- Directed Online Teaching Activities (DOTAs) and DLAs at the Learning Center may be used for just-in-time remediation or be required for additional outside assignments or as extra credit assignments as determined by instructors.

- **Field Research**

- Field research may be used when appropriate for a given research project, particularly if a class is paired with another course that engages with it regularly.

- **Group Study & Exercises**

- Group work, peer editing groups, and/or presentations are used to enhance collaboration, problem-solving, and communication skills.

- **Guest Speakers**

- Guest speakers may be used when appropriate.

- **Handouts**

- Instructors will provide handouts on key concepts.

- **Instructor Demonstrations**

- Instructor modeling, for example of appropriate peer editing feedback or constructive Internet searches.

- **Lecture**

- The instructor may use whiteboard/PowerPoint/Prezi (or similar) to lecture about the writing process, grammar, peer review, or formatting.
- Instructors may use live annotations of student work to exemplify student work for teaching purposes.

- **Media Presentations**

- Use of appropriate multi-media sources.

- **Oral Presentations**

- Both small group and individual presentations.

- **Reading Assignments**

- Readings of various essays in different rhetorical modes as samples; must include a book-length work of literature such as a graphic novel, play, novel, or collection of short stories.

- **Writing Projects & Reports**

- Essays, quizzes, reading responses/summaries and/or journals, grammar exercises or sentence-combining exercises, self and peer assessments. Minimum 5,000 words of formal academic essay writing (does not include rough drafts or other pre-writing).

- Other

- Creative projects that emphasize other learning styles such as memes, graphic memoirs, collages, or postcards.

## What learning activities or assignments are required outside of class?

---

### Reading Assignments

Reading of assigned works.

Practicing active reading skills.

### Writing Assignments

Grammar Homework.

Writing, editing, and revising of essays and/or research papers to include at least 5,000 words of formal, academic writing (not including the pre-writing or drafts).

Journals.

### Other Assignments

Research.

Homework, DLAs/DOTAs, and/or Library and/or Learning Center Workshops.

Preparation for presentations and/or group work.

Studying for quizzes and/or exams.

## Standards of Achievement

---

How will learning be assessed? (Multiple measures must be used)

PART 1:

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.

Methods of evaluation are at the discretion of local faculty.

## PART 2:

A list of evaluation methods may include the following:

1. Journals.
2. Multiple drafts of expository and argumentative essays completed outside of class.
3. Reading comprehension assessments.
4. An expository or argumentative essay and/or research papers (5-7 pages), using current MLA parenthetical citation/work cited format or, if appropriate given the class, APA format.
5. Expository and argumentative essay(s) written in class.
6. Final essay examination.
7. Group exercises and/or presentations with peers and self-assessments.
8. Class participation/discussion.
9. Homework/grammar exercises/sentence-combining exercises.
10. DLAs and/or Library or Learning Center research workshops.

Final drafts of essays and/or research papers will total at least 5,000 words. All essays and/or research papers written outside of class must be typewritten

(For a sample student format guide, refer to the MLA handbook, or if appropriate the APA handbook).

Assessment tools may include:

1. Essays are assessed by the instructor using a department rubric.
2. Reading comprehension assessments (objective or written responses).
3. Writing portfolio.
4. Quizzes.
5. Peer evaluation through the writing process.
6. Self-assessment through the writing process.
7. Responses to reading through journals assessed by the instructor for content.
8. Research papers are evaluated by the instructor through stages of development.
9. Oral presentations evaluated by self, peers, and instructors.
10. Bibliographic instruction activity .
11. Writing assignments must be a minimum of 60% of the course grade

Writing Assignments (Essays, Research Papers, Final): 60-70%

Journal/reading responses: 5-20%

Presentations/Participation 10-30%

Quizzes/Homework/DLAs/Workshops/Grammar 5-30%

\*Or as outlined on the instructor's syllabus with the minimum requirement that writing assignments must be a minimum of 60% of the course grade.



## Grading Scale

---

### Letter Grade

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F less than 60%

### Pass/No Pass

P = 70% and above

NP = Below 70%