

# ENGL C100: ACADEMIC READING AND WRITING

Item	Value
Curriculum Committee Approval Date	10/25/2024
Top Code	150100 - English
Units	4 Total Units
Hours	72 Total Hours (Lecture Hours 72)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)
Local General Education (GE)	<ul style="list-style-type: none"> <li>Area 1A English Composition (CA2)</li> </ul>
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> <li>Cal-GETC 1A English Composition (1A)</li> </ul>
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> <li>IGETC 1A English Composition (1A)</li> </ul>
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> <li>CSU A2 Written Communications (A2)</li> </ul>

## Course Description

Formerly: ENGL C100. 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. **PREREQUISITE:** Placement as determined by the college's multiple measures assessment process. **ADVISORY:** The English department recommends that students whose cumulative GPA is between 2.0-2.59 enroll in ENGL C080N for writing support; The English department strongly recommends that students whose cumulative GPA is 1.9 or below or if students graduated high school 10 or more years ago enroll in ENGL C080N for writing support. Transfer Credit: CSU; UC. **Common Course Number:** ENGL C1000. C-ID: ENGL 100. C-ID: ENGL 100.

## Course Level Student Learning Outcome(s)

1. Write organized and logical essays that demonstrate awareness of purpose and audience and exhibit clear thesis statements, topic sentences, and supporting details.
2. Demonstrate application of academic grammar for clear and accurate communication.
3. Identify, evaluate, analyze, and interpret primary and secondary sources and use these sources in research papers with correct MLA (Modern Language Association) and/or APA (American Psychological Association) documentation.

## Course Objectives

- I Part 1:
- I. 1. Read analytically to understand and respond to diverse academic texts.

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

## Lecture Content

Part 1: Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing. Analyze rhetorical choices in students own and peers writing and effectively provide and incorporate feedback. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms. Exhibit acceptable college-level control of mechanics, organization, development, and coherence. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions Compose a minimum of 5,000 words of formal writing across major assignments.

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Video one-way (ITV, video) (63)

## Instructional Techniques

Instructor may utilize lectures, presentations, small group and whole-class discussions, telecourse instruction, or one-on-one consultations. Students may submit compositions to sites such as Turnitin. Instructor will employ audio and video technology to appeal to different learning types. Instructor assigns homework. Instructor will provide regular, substantive written and spoken feedback.

## Reading Assignments

Students will read a variety of genres and modes. Examples include historical documents, renowned essays, sample student essays, selections from a course reader, and other texts of merit.

## Writing Assignments

Students will compose a minimum of three summative essay assessments and a minimum of two formative writing assessments that total a minimum of 5,000 words as required by the English C-ID 100. Writing assignments will primarily be expository and argumentative in response to a variety of rhetorical situations and contexts and incorporate college-level research. Students identify, evaluate, analyze, and synthesize primary and secondary sources into their writing while citing the sources according to MLA (Modern Language Association) and/or APA (American Psychological Association) guidelines as directed by the instructor.

## Out-of-class Assignments

Students will be regularly assigned reading and writing homework. Instructor may also require attending a performance, watching a film, visiting a library, or doing other out-of-class enrichment activities.

## Demonstration of Critical Thinking

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.

## Required Writing, Problem Solving, Skills Demonstration

Students demonstrate critical thinking by closely reading and analyzing texts. Students also exhibit critical thinking during class discussions about audience, stance, purpose, persuasive techniques, logical fallacies, rhetorical techniques, and the Greek appeals. In addition to or in place of midterm and final examinations, students may write essays or take essay examinations. Students will write essays and may take essay exams. Students will research and cite findings using MLA (Modern Language Association) and/or APA (American Psychological Association) styles. Students will participate in discussions. Students may give an oral report, debate, present, or participate in other projects, individual or group.

## Eligible Disciplines

English: Master's degree in English, literature, comparative literature, or composition OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Master's degree required. English: Master's degree in English, literature, comparative literature, or composition OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Master's degree required.

## Textbooks Resources

1. Required Fry, Marilyn. English Composition, ed. Coastline Graphics and Publications, CCC-238, 2016 Rationale: -Legacy Text OER Legacy Textbook Transfer Data: Legacy text 2. Required Davis, S. Fresh English: A Guide to First-Year College Composition, Grammar, and Rhetoric, 1st ed. Creative Commons - OER, 2016 Rationale: - Legacy Textbook Transfer Data: Legacy text 3. Required Guptill . Writing in College: From Competence to Excellence , ed. OER, Open SUNY, 2016 Rationale: Legacy Text, OER with chapter 5 that discusses They Say, I Say approach Legacy Textbook Transfer Data: Legacy text 4. Required Locklear,A., Burrows,E., Fowler, H.. Composing Ourselves and Our World: A Guide to First Year Writing, ed. OER text, Libretext, 2019 Rationale: OER text published within 7 years

## Other Resources

1. Coastline Library 2. Instructors may suggest or require that students access e-books and/or educational websites on the Internet. 3. An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts. A college-level handbook on writing and documentation or evidence of similar writing pedagogy. Course texts may include book-length works. 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 seven (7) years of the course outline approval date.