

ENGL G100S: ACADEMIC READING AND WRITING

Item	Value
Curriculum Committee Approval Date	12/02/2024
Top Code	150100 - English
Units	6 Total Units
Hours	108 Total Hours (Lecture Hours 108)
Total Outside of Class Hours	0
Course Credit Status	Credit: Support Course - Degree Applicable (T)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 1A English Composition (1A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 1A English Composition (1A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU A2 Written Communications (A2)

Course Description

Formerly: ENGL G100S. 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. This course includes embedded support. Writing instruction includes expository and argumentative writing and documentation. Enrollment Limitation: ENGL C1000; students who complete ENGL C1000E may not enroll in or receive credit for ENGL C1000. PREREQUISITE: Placement as determined by the college's multiple measures assessment process. ADVISORY: ESL G088, or appropriate English placement. Transfer Credit: CSU; UC: Credit Limitation: ENGL C1000, ENGL C1000E, ENGL G100, ENGL G100H, and ENGL G100S combined: maximum credit, 1 course; ENGL G100S: maximum credit, 4 units. C-ID: ENGL 100. **Common Course Number:** ENGL C1000E. **C-ID:** ENGL 100.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Evaluate published texts and individual and collaborative writing by applying critical reading strategies.
3. Support a thesis in a structured essay, using specific, factual, detailed information.
4. Use sources in a claim-based research paper following MLA guidelines.
5. Write sentences that are clear, varied, and reasonably free of errors.
6. Implement specific strategies for revision.

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.
- 4. Write coherent, well-organized essays that employ a variety of rhetorical strategies, including style and usage choices, to develop a claim-based thesis.
- 5. Integrate sources following MLA conventions in summarizing, paraphrasing, quoting, and documentation.
- 6. Write timed essays that demonstrate college-level competency in formulating ideas, organization, development, and mechanics.

Lecture Content

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.

Lab Content

N/A

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Reading Assignments

Reading and annotating of expository essays, argumentative essays, and other prose illustrating rhetorical principles and methods. Sample essays and the work of peers to identify strengths and/or weaknesses.

Writing Assignments

Writing in various discourse modes and rhetorical methods, including out-of-class writing and timed writing of varying lengths for a minimum of 5000 words. Written assignments require edited, standard English.

Out-of-class Assignments

Essay (multiple drafts) and short response-paper writing, basic research and appropriate documentation, summarizing, and paraphrasing.

Demonstration of Critical Thinking

Students will critically read primarily nonfiction college-level essays and analyze the ideas and details of these texts in short written response

assignments and class discussions. Students will also formulate, organize, and develop arguments in formal essays.

Required Writing, Problem Solving, Skills Demonstration

Students will produce a minimum of 5,000 words of formal academic writing. Problem solving and writing skills will be demonstrated in synthesizing texts and interpretation, brainstorming, organization, and revision of essays. Additional methods of evaluation may include portfolios, oral presentations, quizzes, essay exams, class discussion, discussion posts, and group projects.

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.

Textbooks Resources

1. Required Abrams, S.. EmpoWord: A Student-Centered Anthology and Handbook for College Writers (Classic), ed. LibreTexts (OER), 2018 Rationale: .
2. Required Mills, A.. How Arguments Work: A Guide to Writing and Analyzing Texts in College (Classic), ed. LibreTexts (OER), 2020
3. Required Boylan, K., et al.. Let?s Get Writing (Classic), ed. Creative Commons (OER), 2018 Rationale: .
4. Required Kriszner, L.G.. Patterns for College Writers, ed. Bedford, 2024
5. Required Jacobus, L.A.. A World of Ideas (Classic), ed. Bedford/St. Martin's, 2016 Rationale: .
6. Required Graff, G., Birkenstein, C.. They Say, I Say: The Moves That Matter in Academic Writing, ed. Norton, 2024

Other Resources

1. Software (e.g Inquizitive, Launchpad Solo)