

ENGL C100: ACADEMIC READING AND WRITING

Item	Value
Curriculum Committee Approval Date	02/23/2024
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
Grading Policy	Standard Letter (S)
Local General Education (GE)	<ul style="list-style-type: none"> CL Option 1 English Competency (CA2)
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> Cal-GETC 1A English Composition (1A)
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> IGETC 1A English Composition (1A)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> CSU A2 Written Communications (A2)

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

- 1. Read, analyze, and evaluate a variety of primarily non-fiction, college-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- 2. Expand college-level vocabulary using the content of readings.

- 3. Develop and use varied and flexible strategies for writing essays using the writing process (pre-writing, drafting, revising, editing, and publishing).
- 4. Develop and use strategies to successfully complete timed writing assignments.
- 5. Write essays exhibiting college-level control of organization, development, coherence, language, and punctuation and mechanics.
- 6. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable thesis statements and persuasive support to demonstrate critical thinking.
- 7. Analyze and evaluate stylistic choices in the writing of others and their own writing.
- 8. Use precise vocabulary and effective phrasing in their own writing to create clarity and style.
- 9. Identify, evaluate, analyze, and synthesize primary and secondary sources, incorporating them into written essays using MLA (Modern Language Association) or APA (American Psychological Association) documentation.
- 10. Integrate the ideas of others consistently and accurately through paraphrasing, summarizing, and quoting without plagiarism.
- 11. Understand and use strategies for student success.
- 12. Recognize and understand the various cultures that American culture comprises and their contributions to knowledge, civilization, and society through participation in discussions, diverse readings, and writing assignments.
- 13. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task; proofread, edit, and revise essays so that English grammar, usage, or punctuation supports clarity.
- 14. Compose a minimum 5,000 words of evaluated expository writing (conforms to California State System Freshman Composition writing standards).

Lecture Content

Critical reading and comprehension of college-level texts. Pre-reading strategies Annotation and note-taking strategies Understand and identify the relationship between author, audience, purpose, and context Analyze significant features of and relationships between culturally and rhetorically diverse texts Compose primarily expository and argumentative texts Analysis of writing assignments Identify the background and context of the assignment Identify the task or tasks Employ the writing process Understand the recursive nature of the writing process Use various strategies for prewriting, drafting, revising, and editing Produce unified and well-organized essays with arguable thesis statements and persuasive support Develop clear, arguable thesis statements Compose essays that are unified and organized by a thesis statement Create topic sentences that unify the argument in each body paragraph and support the thesis statement Identify and incorporate relevant and accurate support Use various transitions to improve the flow and coherence of the body paragraphs and essay Use of Sources Location of relevant information Use academic, professional, and other databases to find primary and secondary sources on a clearly defined topic Use the Internet to locate relevant information using a clearly defined topic Evaluation of sources Assess the appropriateness of the source to determine credibility, explicit and implicit biases Assess the relevance of the source content to assignment Synthesis and integration of sources Use multiple sources to support writing focus to provide balance and corroboration Identify and understand cultural differences

and how they influence the ways we receive and interpret information
 Incorporate ideas and information from sources to show relevance and avoid data dumping
 Quoting, summarizing, and paraphrasing
 Integrate sources according to MLA (Modern Language Association) and/or APA (American Psychological Association) standards
 Documentation
 Understand the value of attributing sources and avoiding plagiarism
 Use a standard documentation system (MLA Modern Language Association and/or APA American Psychological Association)
 Use in-text citations correctly
 Accurate linking of in-text citations and works cited entries
 Create the works cited page with accurate formatting
 Student Success
 Skills Foster positive habits of mind (Topics may include) Mindset (Growth, Fixed, and Creative) Mindfulness Grit Intelligent practice Metacognition
 Employ college-success strategies (Topics may include) Time management Effective group work and collaboration
 Use of Student Support Services Identify culturally relevant activities and clubs
 Develop local and global citizenship

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

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.

Required Writing, Problem Solving, Skills Demonstration

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: Masters degree in English, literature, comparative literature, or composition OR bachelors degree in any of the above AND masters degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Vandermeij, Meyer, Van Rys, and Sebranck. The College Writer: A Guide to Thinking, Writing, and Researching, Brief, 7th ed. Cengage, 2021
 2. Required Trimmer, Joseph F. A Guide to MLA Documentation, ed. Cengage, 2018
 Rationale: -legacy text
 3. Required Hacker, Diana and Sommers, Nancy. Rules for Writers, 10th ed. Bedford/St. Martins, 2022
 4. Required Graff, Gerald and Birkenstein, Cathy. They Say I Say: The Moves That Matter in Academic Writing, 6th ed. W.W. Norton Co, 2024
 5. Required McWhorter, Kathleen. Successful College Writing, 9th ed. Bedford / St. Martins, 2024
 6. Required Fry, Marilyn. English Composition, ed. Coastline Graphics and Publications, CCC-238, 2016
 Rationale: - Legacy Textbook Transfer Data: Legacy text
 7. Required Goldthwaite, M. The Norton Reader (shorter edition), 15th ed. Norton, 2020
 Rationale: As this is a literature textbook in circulation, the older publication date isnt an impediment.
 8. Required Strunk, W.; White, E. B. Elements of Style, 4th ed. Pearson, 2019
 Rationale: As this is a literature textbook in circulation, the older publication date isnt an impediment.
 9. Required Lunsford, Andrea; Brody, Michal; et al. Everyones an Author, 2nd ed. 9780393938951: W. W. Norton Co, 2016
 Rationale: - Legacy Textbook Transfer Data: Legacy text
 10. 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

Other Resources

1. Coastline Library
 2. Instructors may suggest or require that students access e-books and/or educational websites on the Internet.