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English (ENGL) C1000 Academic Reading and Writing (3 Units) CSU: UC
[formerly English 1A, English 1500]

Prerequisite: Placement as determined by the college's multiple measures assessment process

Hours and Unit Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

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. C-ID: ENGL 100

Type of Class/Course: Degree Credit

Representative Texts, Manuals, and/or OER that is equivalent, other Support Materials:

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 of evidence of similar writing pedagogy.

A course text 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

Rereading America: Cultural Contexts for Critical Thinking and Writing 2021

Grande, Reyna. *A Dream Called Home: A Memoir*. Washington Square Press/Atria, 2019
David, Susan A., et al. *Oxford Handbook of Happiness*. Oxford University Press, 2013.

Huxley, Aldous. *Brave New World*. Harper Perennial Modern Classics, 2004.

Carlson, Kamala, and Jessica Grimes. *Super Sonic Writing Tips: Grammar Cards*. Carlson and Grimes, 2017.

Chung, Nicole. *All You Can Ever Know*. Catapult, 2019.

Bean, John, Virginia A. Chappel, and Alice Gillam. *Reading Rhetorically*. 4th ed.: Pearson-Longman, 2013.

Brandon, Lee and Kelly Brandon. *Paragraphs and Essays with Integrated Readings*. 12th ed.: Wadsworth Cengage, 2012.

Burchers, Sam. *Vocabulary Cartoons II*. Punta Gorda: New Monic, 2007.

Flachmann, Kim, and Michael Flachmann. *The Prose Reader*. 10th ed. Upper Saddle River: Prentice-Hall, 2013.

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 4th ed: W.W. Norton, 2018.

Or

The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7th ed. 2009. (New Edition)

Seligman, Martin E. P. *Flourish*. Atria Books/Free Press, 2012.

Joyce, James. *Dubliners*. New York: Signet, 2007.

Orwell, George. *Animal Farm*. New York: Signet, 1977.

Animal Farm URL: <http://gutenberg.net.au/ebooks01/0100011h.html>

Taussig, Rebekah. *Sitting Pretty: The View From My Ordinary Resilient Disabled Body*. HarperCollins, 2020.

Guptill, Amy Elizabeth. *Writing in College: From Competence to Excellence*. Upen SUNY. 2016.

Hannah-Jones, Nikole, and New York Times Magazine. *The 1619 Project: A New Origin Story*. One World, 2021.

Vonnegut, Kurt Jr. *Slaughterhouse-Five*. New York: Delacorte P-Seymour, 1969.

Krakauer, Jon. *Into Thin Air*. New York: Anchor, 1999.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway, 2011.

Colombo, Gary, et al. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 11th Ed. Bedford/St. Martins, 2018.

Silverman, Amy. *My Heart Can't Even Believe it: A Story of Science, Love, and Down Syndrome*. 1st ed. Woodbine House. 2016.

Strayed, Cheryl. *Wild: From Lost to Found on the Pacific Crest Trail*. 1st ed., Vintage, 2013.

Course Objectives:

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

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.

Course Level Student Learning Outcomes

SLO 1 - Use different rhetorical modes, including description, narration, and argument, in writing

SLO 2 - Argue a perspective on a thesis

SLO 3 - Create compositions that use correct grammar, mechanics, and punctuation

SLO 4 - Synthesize research to create an original paper

Local General Education Learning Outcomes

1. Writes clearly and effectively at an associate degree (Freshman English) level upon graduation.

Course 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.

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time: engaged in activities related to the course content, such as reviewing required study materials, completing required reading, performing rhetorical analysis, preparing for quizzes and exercises, and composing essays and research paper.

Methods of Instruction:

1. Read, discuss, analyze, and classify essays and other types of written expression, paying particular attention to meaning, structure, and style.

2. Write compositions of varying length and complexity, illustrating principles discussed in analysis of reading and using reading assignments as models.
3. Discuss meanings and implications of words in context.
4. After lectures and study of techniques of library use, compile a works cited, select quotations, create paraphrases, find answers to specific research questions, and complete preparations for research paper.
5. Study the fundamentals of semantics and logic as they pertain to communication and evaluate specific examples of faulty reasoning found in texts, magazines, newspapers, and television.

Methods of Evaluation: 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.

Supplemental Data:

TOP Code:	150100: English
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO

Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSA2: CSU Area A2 IG1A: IGETC Area 1A LEC: Local GE English Comp
Discipline:	English