

ENGL-C1000: ACADEMIC READING AND WRITING

Effective Term

Fall 2025

CC Approval

10/04/2024

AS Approval

10/24/2024

BOT Approval

11/21/2024

COCI Approval

11/26/2024

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

Subject Code

ENGL - English

Course Number

C1000

Department

English (ENGL)

Division

Language and Developmental Studies (LADS)

Full Course Title

Academic Reading and Writing

Short Title

Academic Reading and Writing

CB03 TOP Code

1501.00 - English

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Common Course numbering changes required by the CCCO

SECTION B - Course Description

Catalog Course 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.

Catalog Course Description Part II

N/A

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade Only

Allow Audit

Yes

Requisites

Prerequisite(s)

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

Requisite Justification

Requisite Description

Non-course Requisite

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

Appropriate placement by the college's multiple measures assessment process

SECTION D - Course Standards

Is this course variable unit?

No

Units

4.00

Lecture Hours

72.00

Outside of Class Hours

144

Total Contact Hours

72

Total Student Hours

216

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Think, read, and write critically about a variety of ethical, civic, and cultural topics.
2.	Write unified, coherent, well supported, and grammatically correct documents while also demonstrating adequate research skills, including locating, evaluating, integrating, and documenting sources using discipline appropriate styles, such as MLA.

Course Objectives

Upon satisfactory completion of the course, students will 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 Content**Part 1:**

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:

1. Coordination with campus Success Centers provides supplemental instruction in grammar and essay development for students and introduces them to campus support resources. Five hours of supplemental instruction are recommended.
2. Research and documentation strategies are important elements of this course, including selecting a topic; finding and evaluating sources; taking notes; and outlining. In drafting the research essay, students should be prepared to quote, paraphrase, and summarize source material correctly, provide MLA or other professional documentation formats, and compose a Works-Cited list.

Methods of Instruction**Methods of Instruction**

Types	Examples of learning activities
Activity	<ol style="list-style-type: none"> 1. Peer review - students review each others' rough drafts and provide feedback. 2. MLA Works Cited "lab practical" - students practice citing a variety of sources in MLA style. 3. Guided practice in source location and evaluation.
Discussion	<ol style="list-style-type: none"> 1. Discuss an example essay from a former student and analyze its structure and content. 2. Discuss assigned reading, focusing on summary, analysis and style.
Individualized Instruction	<ol style="list-style-type: none"> 1. Students are directed to Success Centers for individualized support with specific, identified skill needs.
Lecture	<ol style="list-style-type: none"> 1. Lecture on strategies for organizing an academic essay 2. Lecture on how to conduct academic research using the NVC library

Other

1. Instructors may present material in a variety of modes, including lectures, discussion and collaborative group work. Given the rigor of the course, multi-media instruction, including recordings, streaming video, film, and documentaries may be used. Instruction should balance delivery of information with hands-on practice of writing and response.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
Chat Rooms
Discussion Boards
E-mail Communication
Telephone Conversations
Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions
Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Other	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.
Exams/Tests	In-class or timed exams or essay exams - a test on MLA Annotated Bibliography format.
Quizzes	Quizzes on research concepts -reading comprehension quiz.
Projects	Argumentative Research Essay -research background on assigned reading.
Portfolios	Reading response 'journals' -- portfolio of drafts for a paper.
Essays/Papers	Text analysis essay -argumentative essay --analytical argument essay --expository essay.
Other	At least 70% of the overall course grade will be based on performance on academic essay assignments. At least one timed essay exam may be required (across all sections for department assessment purposes and/or in select sections to fulfill requirements set by individual faculty). Additional methods of evaluation may include a presentation, portfolios, quizzes, exams, writing assignments, class discussion, and group projects.

Assignments

Reading Assignments

Students will be required to read up to 100 pages per week on average, including expository, argumentative, descriptive, analytical, or narrative prose (or a combination of these strategies) representative of a variety of cultures and perspectives, as well as textbook/ instructional materials, student essay drafts, and student responses to readings. Students will be required to comprehend, analyze, evaluate, and respond to the ideas in the texts and related mediums.

For example, read Gloria Anzaldua's "How to Tame a Wild Tongue." Following Anzaldua's example, list all the formal and informal "languages"-- e.g., dialects, slangs, jargons, as well as "formal" languages-- you know. Now consider the different discourse communities these represent and free write about how these different languages help inform your sense of identity.

Writing Assignments

Students are required to write a minimum of 5,000 words in a variety of essays and graded revisions and responses. Students may also participate in peer writing groups and/or tutorials with instructor. Class lessons in essay development and writing will be presented each week as well.

For example:
Brainstorm for a few minutes about events and stories from your life. Pick two events and free write about them, adding details about who was there, what happened, and what you felt about it. Select one of these events as the subject of your next essay.

For example:
Read and discuss the "Remembered Event" chapter in The St. Martins Guide for examples of how to develop this essay; also read the short essay "The Discus Thrower" to discuss the strategies used by the author to make the paper compelling and have a main point.

For example:
Read Paul Fussell's "A Well-Regulated Militia" and Leslie Marmon Silko's "In the Combat Zone." Write for workshop an essay comparing and contrasting the authors' positions regarding gun use and gun control efforts. Review MLA citation format in preparation of this essay. Before turning in this draft, perform a self-assessment of the strongest and weakest aspect of your essay- whether in terms of structure or argument.

Other Assignments

Students will be directed to Success Centers that support this course for supplemental instruction in primary Course Objectives as well as in identified, individual learning needs.
For example, attend a Writing Success Center workshop on writing effective introductory and concluding paragraphs or meet with a Writing Success Center staff member to review MLA guidelines for citing quotations and paraphrases.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Mike Palmquist

Title

The Bedford Researcher

Edition/Version

8th

Publisher

Macmillan

Year

2024

Rationale

Handbook

ISBN #

9781319414030

Material Type

Textbook

Author

Eric Schlosser

Title

Fast Food Nation

Publisher

Turtleback Books

Year

2012

Material Type

Textbook

Author

Tim Wise

Title

White Like Me

Publisher

Counterpoint LLC

Year

2011

Material Type

Textbook

Author

Birkenstien, Cathy and Graff, Gerald

Title

They Say I Say

Edition/Version

6th

Publisher

W. W. Norton & Co.

Year

2024

ISBN #

978-1-324-07003-0

Material Type

Textbook

Author

Modern Language Association

Title

MLA Handbook

Edition/Version

9th

Publisher

The Modern Language Association

Year

2021

Material Type

Other required materials/supplies

Description

1. Instructors may assign an appropriate Grammar Handbook
2. Full-length books of fiction or non-fiction may also be employed for this course
3. Students will need online access for research activities

Material Type

Textbook

Author

Robert Atwan

Title

America Now

Edition/Version

14th

Publisher

MacMillan

Year

2023

Rationale

Includes diverse readings on a variety of topics

ISBN #

9781319331696

Course Codes (Admin Only)**ASSIST Update**

No

CB00 State ID

CCC000541809

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

No

Only Pass/No Pass

No