



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: ENGL C1000 **DIVISION:** 10 **ALSO LISTED AS:** ENGL 1A

TERM EFFECTIVE: Fall 2025 **CURRICULUM APPROVAL DATE:** 11/12/2024

SHORT TITLE: ACADEMIC READING AND WRITING

LONG TITLE: Academic Reading and Writing

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
4	18	Lecture:	4	72
		Lab:	0	0
		Other:	0	0
		Total:	4	72

Out of Class Hrs: 144.00

Total Learning Hrs: 216.00

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. (Also known as ENGL 1A; C-ID ENGL 100)

PREREQUISITES:

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

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

STUDENT LEARNING OUTCOMES/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.

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.

Part 2: Optional Expanded or Additional Topics (optional):

CURRICULUM APPROVAL DATE: 11/12/2024

Understand the need for and get repeated practice in revision and editing techniques.

Introduce and practice effective reading and response to reading strategies; learn and employ note-taking strategies, such as annotation, graphic organizers, seminar worksheets, and/or golden lines; recognize and practice reading for a purpose; utilize graphic organizers and other strategies to synthesize content and ideas from multiple reading as context and support for individual writing purposes.

Work to build a community of readers by sharing metacognitive conversations and personal reading strategies; practice critical reading and thinking skills including synthesis and analysis.

Introduce information literacy and basic concepts of research.

Final Exam - 2 hours

METHODS OF INSTRUCTION:

Methods of instruction may include the following: 1. Lecture, class discussion, group activities. 2. Directed in-class writing assignments that emphasize the writing process--brainstorming, pre-writing, outlining, revision, editing, and/or peer review workshops. 3. In-class essays and out-of-class essays, at least one of which includes research. 4. Reading quizzes, and/or reader-response journals. 5. Reading and discussion of essays, articles, and/or speeches, a book-length work. Other college-level readings may include short stories and/or poetry. 6. Student presentations of a research project. 7. Final Portfolio.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 144

Assignment Description

ASSIGNMENTS: Read and annotate various college-level texts, reader-response journals, reading and writing quizzes, out-of-class essays, in-class essays, gathering, summarizing, and evaluating research, visual organization and synthesis of research findings, presentation of research, research projects, small group activities, peer review workshops, and/or seminars.

METHODS OF EVALUATION:

Required Outside Hours 144

Assignment Description

ASSIGNMENTS: Read and annotate various college-level texts, reader-response journals, reading and writing quizzes, out-of-class essays, in-class essays, gathering, summarizing, and evaluating research, visual organization and synthesis of research findings, presentation of research, research projects, small group activities, peer review workshops, and/or seminars.

MATERIAL LIST:

The Best American Essays 2024, Edited by Wesley Morris, Mariner Books, 2024.

ISBN: 978-1642772982

Rationale: The Common Course Numbering Template asked for an Anthology. This is a well-known series of essays.

College Level Grade Verified by: Scott Sandler

EmpoWORD: A Student-Centered Anthology and Handbook for College Writers, Shane Abrams, Portland State University , 2018.

ISBN: EmpoWord: A Student-Centered Anthology and Handbook for College Writers (pdx.edu)

Rationale: The Common Course Numbering Template asked for an OER collection with culturally diverse writing.

College Level Grade Verified by: Scott Sandler

English Composition Connect, Collaborate, Communicate, ANN INOSHITA, KARYL GARLAND, KATE SIMS, JEANNE K. TSUTSUI KEUMA, AND TASHA WILLIAMS, University of Hawaii Manoa, 2019.

ISBN: English-Composition-1566838219 (1).pdf

Rationale: The Common Course Numbering Template emphasized the importance of OER texts..

College Level Grade Verified by: Scott Sandler

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

ISBN: 978-0393631678

Rationale: The Common Course Template asked for a handbook on writing, documentation, and evidence-based writing. This book is commonly used in our classes. It emphasizes writing, integrating perspectives from outside sources, and provides strategies for effective writing using evidence/support and analysis.

College Level Grade Verified by: Scott Sandler

Foundations of English 2e Reading and Writing Handbook for the College Student , Sarah Quinn, Hawkes Learning, 2020.

ISBN: 978-1642772982

Rationale: The Common Course Template asked for a handbook on writing, evidence, and research. This covers all areas.

College Level Grade Verified by: Scott Sandler

A Dream Called Home: A Memoir, Reyna Grande, Atria Books, 2018.

ISBN: 978-1501171420

Rationale: The CNN Template suggested offering "book-length texts." This is a memoir which focuses on being a first-generation college student and some of the challenges of transferring and acclimating to a four-year college. This book also focuses on cultural issues which many of our students may find relatable.

College Level Grade Verified by: Scott Sandler

Slow Productivity: The Lost Art of Achievement without Burnout, Cal Newport, Portfolio, 2024.

ISBN: 978-0593544853

Rationale: The CCN Template suggests offering a "book-length text." This is a book that is about nurturing well-being, which is connected to one of the Institutional Learning Outcomes of our college. The themes in this book are relatable and important to discuss, especially for students who are struggling to balance multiple obligations.

College Level Grade Verified by: Scott Sandler

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV A2

GAV Area 1A = English Comp

CSU TRANSFER:

Transferable to CSU

UC TRANSFER:

Transferable to UC

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

C-ID (ENGL 100)

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Course Control Number: CCC000583519

Sports/Physical Education Course: N

Taxonomy of Program: 150100