

**ENGL C1000E - Academic Reading and Writing****Catalog Description****Transfer Status:** CSU/UC**Prerequisite:** Placement as determined by the college's multiple measures assessment process**Unit(s):** 4.00**Lecture:** 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)**Activity:** 34.00 Contact hours/17.00 Out of class hours/51.00 Total hours/1.00 Unit(s)**Total:** 85.00 Contact hours/119.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

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. This course includes embedded support. This course builds on literacy practices by developing expository and argumentative writing, awareness of audience, purpose and research strategies including documentation. Primarily expository and argumentative texts will be used, responding to a variety of rhetorical situations. Graded only. (C-ID ENGL 100).

Objectives

Upon successful 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.
4. Identify and apply intensive strategies for working with college-level readings.
5. Use information technologies to support college reading, writing, and research.
6. Identify, evaluate, and apply strategies from multiple literacy backgrounds to college reading and writing.
7. Analyze stylistic choices in their own writing and the writing of others.
8. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
9. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
10. Write timed/in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Course Content**Topic Titles / Suggested Time Topic****Lecture/Activity**

<u>Topics</u>	<u>Lec Hrs</u>	<u>Act Hrs</u>
Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.	51.00	34.00
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.		
Critical and analytical reading of college-level texts • Multiple literacy backgrounds and target audience and purpose • Code meshing strategies • Intensive college-level reading and annotating strategies (previewing, predicting, monitoring comprehension, determining meaning from context)		
Audience and purpose • Identifying target audiences • Anticipating reader response and addressing opposing or differing perspectives		

Topics

Lec Hrs Act Hrs

- Identifying and following conventions that meet the needs of particular audiences
- Strategies for using information technology at each stage of the writing process

Research strategies

- Strategies for focusing searches and finding strong sources
- Strategies for using information technology for research
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Methods for evaluating popular media, online, and print sources
- Strategies for using online and print resources to guide integration and documentation of research
- Strategies for synthesizing points from source materials into more complex, college-level argument

Total Hours: 51.00 34.00

Methods of Instruction

- A. Collaborative Group Work
- B. Homework: Students are required to complete one hour of outside-of-class homework for every two hours of activity
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Instructor Demonstrations
- E. Lecture

Methods of Evaluation

- A. 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.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, homework, and class discussion.

Examples of Assignments

Reading Assignments

1. Read the essay assigned by the instructor. As you read, make annotations on the author's claim and supporting evidence as well as their focus on audience, tone, and rhetorical strategies. Be prepared to discuss your annotations of the essay's strategies and compare to strategies you've used to persuade or convince an audience in class.
2. Carefully read the essay assigned by the instructor. Take notes on the author's use of inductive and/or deductive logic, attention to counterarguments, and use of fallacious reasoning to persuade the reader. Be prepared to share your notes in class.

Writing Assignments

1. Write an essay in which you compare and contrast the literacy practices used in two of our readings. Explain how these practices help the writers achieve their purposes in relation to their target audiences. Minimum of 3 pages.
2. Construct a well-developed essay in which you propose a concrete solution to a common societal problem and support that solution with evidence gleaned from a variety of sources. To gather ideas for your essay, conduct research on our college's databases. Cite your sources using MLA or APA style. Minimum of 3 pages.

Out-of-Class Assignments

1. Find both a scholarly and a popular source that address the same aspect of the issue you are writing about for your inquiry project. Use the graphic organizer provided in class to note the similarities and differences in how the two sources treat the topic, including any information or perspectives that are glossed over or omitted in either source, and explain how their treatment of the topic might be related to their different target audiences.
2. Use our college's online databases to research what other scholars have to say about an issue detailed in an assigned academic article. Bring two articles that argue two different perspectives on the topic to the next class.

Recommended Materials of Instruction

Jacobus, Lee (Ed.). (2020). *A World of Ideas: Essential Readings for College Writers*. Macmillan, 11th. 9781319194444.

Howard, R.M. (2021). *Writing Matters: A Handbook for Writing and Research*. McGraw Hill, 4th. 9781260860306.

Other Learning 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 or evidence of similar writing pedagogy.

Course texts 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.

Minimum Qualifications

English (Masters Required)

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