

CUYAMACA COLLEGE COURSE OUTLINE OF RECORD

English C1000 – Academic Reading and Writing

4 hours lecture, 4 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.

Open to students with credit in ESL 2 or equivalent. *Formerly ENGL 120. Not open to students with credit in ENGL 120 or ESL 122.*

Prerequisite

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

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Knowledge of basic essay structure.
- 2) Ability to find main ideas and supporting details in written texts.
- 3) Recognize and correct basic problems in spelling and grammar.
- 4) Basic computer skills and ability to format documents.

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) Critical Thinking:
 - a. Identify, analyze, and evaluate diverse perspectives about course themes/topics.
 - b. Critically engage with and deconstruct larger social ideologies in relation to course themes/topics, with attention to issues of identity, power, privilege, opportunity, and/or social justice.
- 2) Reading:
 - a. Explore a variety of texts that reflect diverse perspectives on course themes/topics and are relevant to students' lives.
 - b. Identify and employ critical reading strategies to facilitate close analysis of texts.
- 3) Writing:
 - a. Develop argumentative writing skills, including creating claims, citing evidence, incorporating counter-argument, and addressing counterargument through concession and refutation.

- b. Learn strategies to develop and organize ideas, and identify and correct problems with grammar, mechanics, and coherence.
- 4) Process:
 - a. Use meta-language of effective writing to comment on the ways in which samples of student writing correspond to the standards and structures presented in class.
 - b. Reflect on strengths, challenges, and areas of growth in students' own writing skills.
- 5) Research:
 - a. Use basic research methods and apply current technologies to retrieve, evaluate and use information, with a focus on developing information literacy.
 - b. Write a thoroughly documented research paper using the following skills: narrowing a topic, researching the topic, evaluating a variety of source materials, and correctly documenting sources in MLA format.
- 6) Connections:
 - a. Reflect on the ways in which the course contributes to students' personal and professional development, with emphasis on effective communication, critical thinking, developing creative solutions to real-world problems, and effectively evaluating and analyzing information.
 - b. Use reflective writing to explore aspects of students' identities, career goals, interests, learning experiences, and/or values.
- 7) Laboratory Activities: Include research instruction and practice, timed writing activities, support with the writing process (brainstorming, outlining, drafting, revising, and editing), peer review activities, and instructional support and feedback.

Course Objectives

Part 1:

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.

Part 2:

After this course, the student should be able to:

- 1) Critical Thinking:
 - a. Analyze issues from multiple perspectives and apply ideas in texts to real-world contexts and their lives.
 - b. Identify and discuss the context, assumptions, values and implications in authors' ideas.
- 2) Reading:
 - a. Use critical reading strategies such as close reading techniques to facilitate academic engagement with texts.
 - b. Identify and evaluate key components of texts, such as audience and purpose, claims and arguments, evidence and examples, and rhetorical appeals.
 - c. Consider how written texts can serve as models for their own writing.
- 3) Writing:
 - a. Write authentic texts (responses, discussion posts, narratives, essays) that express the student's own voice, present original ideas and/or points of view, and engage readers.
 - b. Develop and support an argument with effective integration of evidence, correct citation of sources, and analysis of how that evidence supports the claim.
 - c. Effectively integrate and respond to a counterargument through refutation or accommodation/concession.
- 4) Process:
 - a. Use the meta-language of effective writing to provide feedback about and/or reflect on samples of written text (students' own, peer writing, and/or class models).
- 5) Research:
 - a. Engage in the research process—including narrowing a topic, researching the topic, evaluating a variety of source material, and correctly documenting sources in MLA format—to produce a researched argument.
- 6) Connections:

- a. Communicate the relationship between course concepts and skills and students' own identities, experiences, interests, academic and professional goals, and values.

Method of Evaluation

Part 1:

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. Methods of evaluation are at the discretion of local faculty.

Part 2:

Grades are based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation. Assessment frameworks may include alternative, equity-minded approaches to evaluation, such as ungrading, labor-based grading, contract-based grading, etc.

The instructor continually evaluates students' writing and provides regular and timely feedback so that students can improve their writing skills. Feedback is strengths-based and supportive. The instructor also proactively addresses concerns with attendance and assignment outcomes before the student is in danger of failing the course.

Methods of evaluation may include:

- 1) Students' awareness of their own difficulties, methods of overcoming difficulties, and improvement.
- 2) Written exercises, class discussion, participation, in-class presentations, quizzes, examinations, reflection activities, peer review work, and error logs or journals.
- 3) Essays that require students to respond to ideas presented in assigned reading materials and class discussions. One essay will be a researched argument, including counter-argument and refutation, where students select and narrow a topic, conduct research, and integrate evidence without losing their own voice and intentions. This project will include MLA citation.
- 4) Written assignments that require students to produce prewriting and preliminary drafts before completing a final draft.
- 5) Revision of at least one essay which demonstrates students' ability to utilize peer and instructor feedback, as well as individual reflection to improve draft(s).

Special Materials Required of Student

- 1) None

Minimum Instructional Facilities

- 1) Smart classroom

Method of Instruction

Instructors use culturally relevant and equity-minded approaches to teaching and learning. These approaches center student identities, values, experiences, and goals; use strengths-based approaches to learning; convey growth-minded faculty mindsets about student potential; offer just-in-time remediation strategies to boost language and writing skills; are attentive to student affective domains; and individualize support so that students may have equitable learning experiences.

On writing assignments, the instructor will include comments to indicate strengths and areas for improvement, enabling students to revise their work. Class time is also devoted to explaining and discussing various writing techniques, analysis and discussion of published and student writing, and peer commentary of selected assignments. A variety of teaching methods may be used:

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Structured, in-class activities
- 4) Multimedia presentations
- 5) Guest speakers
- 6) Individual and/or group projects
- 7) Oral presentations
- 8) Self-assessment
- 9) Auxiliary use of study groups and peer tutoring

Out-of-Class Assignments

- 1) **Reading:** lecture notes, course materials, textbook chapters, articles, books, short stories, essays, manuals, content on websites, and more.
- 2) **Writing:** journals, discussion posts and responses, reflections, assignment drafts, essays, outlines, summaries, speeches, presentations, content for projects, and more.
- 3) **Other:** research for essays and/or other project work; project, group, and/or unit work as applicable.

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

Part 1:

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.

Part 2:

- 1) Required (representative examples):
 - a. *Let's Get Writing: An English Composition Textbook*. Ann Moser, Ed. Virginia Western Community College, 2018. Licensed under a Creative Commons Attribution Non-Commercial ShareAlike 4.0 International License. <https://viva.pressbooks.pub/letsgetwriting/>
 - b. LibreText Humanities. "[Open Essays](#)." Open Essays is shared under a CC BY-SA license and was authored, remixed, and/or curated by LibreTexts, 2023.
 - c. Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. 6th ed. W.W. Norton and Company, 2024.
 - d. Axelrod, Rise, and Charles Cooper. *The St. Martin's Guide to Writing*. 13th ed. Bedford St. Martin's, 2022.
 - e. Bean, John, Virginia Chappell, and Alice Gillam. *Reading Rhetorically*. 4th ed. Pearson, 2014.
 - f. Bain, Alexander. *English Composition and Rhetoric: A Manual*. Legare Street Press, 2022.
- 2) Supplemental (representative examples): None

Exit Skills

Students, having successfully completed this course, exit with the following skills, competencies and/or knowledge:

- 1) Read college-level texts closely and analytically to identify the author's main points and strategies.
- 2) Write clear and coherent written responses to prompts.
- 3) Craft effective, thesis-driven essays which demonstrate the principles of argumentation and are correctly documented.
- 4) Use basic research methods to retrieve, evaluate, use, and cite information.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Develop an argumentative essay with a clear thesis and with subclaims in support of the main argument.
- 2) Analyze texts to support claims, identify the strategies authors use to create meaning, and critically engage with the larger significance of key concepts.
- 3) Construct clear and organized writing that demonstrates an awareness of audience and purpose.
- 4) Critically engage with topics from multiple points of view, with attention to issues of identity, power, privilege, opportunity, social justice, and/or related themes and key concepts.