



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ENGL
Course Number:	C1000
Descriptive Title:	Academic Reading and Writing
Division:	Humanities
Department:	English
Course Disciplines:	English or English as a Second Language
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. Emphasis will be placed on the ability to write an essay in which each paragraph relates to a controlling idea, has an introduction and conclusion, and contains primary and secondary support. College-level reading material will be assigned to provide the stimulus for class discussion and writing assignments, including a required research paper.
Prerequisite:	Placement as determined by the college's multiple measures assessment process.
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	4
Hours Laboratory (per week):	0
Outside Study Hours:	8
Total Course Hours:	72
Course Units:	4
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	prior to 1992
Transfer UC:	Yes
Effective Date:	prior to 1992
General Education: ECC	Area 4A - Language and Rationality: English Composition
Term:	
Other:	

CSU GE:	Area A2 - English Language Communication and Critical Thinking: Written Communication
Term:	
Other:	
IGETC:	Area 1 - English Composition
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Thesis-Driven Research Essay</p> <p>Complete a research-based essay that has been written out of class and undergone revision. It should demonstrate the student's ability to thoughtfully support a single thesis using analysis and synthesis.</p> <p>SLO #2 Use of Research</p> <p>Integrate multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.</p> <p>SLO #3 Organization and Grammar</p> <p>Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.</p>
Course Objectives:	<p>Part 1:</p> <ol style="list-style-type: none"> 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. <p>Part 2:</p> <ol style="list-style-type: none"> 4. Recognize and revise sentence-level grammar and usage errors. 5. Demonstrate the ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. 6. Demonstrate the ability to write coherent, text-driven, timed in-class essays. 7. Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists.
Major Topics:	<p>Part 1:</p> <ol style="list-style-type: none"> 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:

I. Students should write about 28 pages (7,000 words) in all. Different drafts of the same assignment can count towards the 28-page total, but not as "distinct essays" (see below). The 28 pages can also include diagnostic essays, essay exams, annotated bibliographies, reaction papers, portfolio revisions, and focused journal writing. (0 hours, lecture)

A minimum of 4-5 distinct essays, including the 5-7-page research essay, must be assigned and formally graded. Students should produce a minimum of 20 pages (5,000 words) for all essay final drafts combined.

A. Most or all essays must be text based and include integrated quotations.

B. The 4-5 essays should include at least 1 in-class essay.

C. Group papers should not be included in this assignment count

D. The research essay is the assessment tool for the English 1A SLOs. As such, it should be assigned as either a final or penultimate essay, and it must undergo at least 1 revision.

II. The Writing Process (teaching it as a recursive process) (8 hours, lecture)

A. Discovery (dissecting and comprehending prompts).

B. Prewriting (brainstorming, listing, outlining, and free-writing/journal entry/in-class writing based on reading assignments).

C. Drafting.

D. Revising (evaluating content, coherence, proper documentation, grammar and mechanics in response to peer, instructor, or self-generated feedback).

E. Making appropriate corrections based on evaluations.

III. Essay Structure Review (3 hours, lecture)

A. Introduction (various types)

B. Thesis statement

C. Body paragraphs with quote integration

D. Conclusions

IV. Rhetorical Purpose Instruction (writing expository essays with a clear rhetorical purpose) using various methods of development (i.e. comparison/contrast, cause and effect, exemplification, argumentation). (5 hours, lecture)

A. To inform (summarizing and reporting, largely objective writing; writing for the purpose of increasing audience understanding).

B. To express (sharing of experiences, reactions, responses and positions; writing for the purpose of sharing opinions).

C. To evaluate (analyzing, interpreting, explicating and drawing reasoned and supported conclusions; writing for the purpose of communicating logically supported opinions and positions).

D. To argue (sustaining an argument in support of a contestable thesis statement).

V. In-class Essay Instruction and Practice (4 hours, lecture)

A. Executing the writing process in timed writing situations

B. Minimum of one graded in-class essay assignment

VI. Critical Reading Skills using published materials of both a literary and nonliterary character, including expository or argumentative works not unlike the sort that students are asked to read and write during their college careers (15 hours, lecture)

A. One book-length work is required.

B. Identifying thesis and support.

C. Distinguishing fact from opinion.

D. Inference (finding and understanding implied meanings).

E. Identifying rhetorical purpose, audience, and tone to deepen understanding and to model expository writing.

F. Analysis and interpretation.

G. Evaluating information, advocating/challenging an author's opinions, judging the aesthetic value of a work and/or its constituent parts (such as purpose, tone, and audience).

VII. Strategies for Working with Sources (10 hours, lecture)

A. Paraphrasing sources

B. Synthesizing sources

C. Integrating relevant quotes

D. Avoiding plagiarism

VIII. Research Paper Writing: See Critical Thinking Assignment #1 in Evaluation Methods and Assignments section for Specific Capstone Essay Criteria (20 hours, lecture)

A. Library and Internet research orientation.

B. Source evaluation and collection for research paper: criteria for appropriate sources and review of primary vs. secondary sources.

C. Organization of source materials for research paper: note cards and annotated bibliographies.

	<p>D. General research paper structure, drafting of formal topic statement/preliminary research plan.</p> <p>E. Outlining discussing of rhetorical formats (such as analytic, evaluative, argumentative)</p> <p>F. Revision techniques for research paper: evaluation of content, coherence, proper documentation and mechanics in response to one-on-one tutorial, peer, self, and/or instructor feedback.</p> <p>IX. Grammar and Mechanics (4 hours, lecture)</p> <p>X. MLA-style Documentation (3 hours, lecture)</p> <p>A. In-text documentation</p> <p>B. Works Cited</p>
Total Lecture Hours:	72
Total Laboratory Hours:	0
Total Hours:	72
Primary Method of Evaluation:	<p>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.</p> <p>Part 2:</p> <p>1) Substantial writing assignments</p> <p><i>We believe all students, given sufficient practice, time and support, can excel on formal essay assignments. Since the amount of and types of practice, time and support differs from student to student, instructors should adopt equitable assessment and grading practices, including multiple chances to demonstrate competency on summative assessments.</i></p>

<p>Typical Assignment Using Primary Method of Evaluation:</p>	<p>Use the critical-thinking skills you have practiced in class to write an essay of three to five pages (750-1,250 words) analyzing, evaluating, and responding to the thesis and supporting evidence of one essay we've read and discussed in class. You may use any of our course readings or other appropriate sources to support your position. Strongly consider seeking the assistance of the Reading and Writing Studio at one or more points during the writing process.</p>
<p>Critical Thinking Assignment 1:</p>	<p>English 1A Research Paper: Capstone Assignment</p> <p>Assignment Requirements:</p> <ol style="list-style-type: none"> 1. The paper should present a thesis that is specific, manageable, provable, and contestable - in other words, the thesis should offer a clear position, stand, or opinion that will be proven with research. 2. You need to research and cite from at least five sources. You must use at least 4 different types of sources. <ol style="list-style-type: none"> a) At least one source must be from our library's database (such as Academic Search Premier or CQ Researcher). b) At least one source must be a book, anthology, or textbook. c) At least one source must be from a credible website, appropriate for academic use. d) At least one source must be scholarly (these may be articles from ECC library databases or books). e) The paper should not over-rely on one main source for most of the information. Rather, it should use multiple sources and synthesize the information found in them. 3. The paper will be approximately 5-7 pages in length, not including the Works Cited page, which is also required. This means at least 5 full pages of text. The Works Cited page does NOT count toward the length requirement. 4. You must use MLA format for the document, in-text citations, and Works Cited page. 5. You must integrate quotations and paraphrases using signal phrases and analysis or commentary. 6. You must sustain your argument, use transitions effectively, and use correct grammar, spelling, and punctuation. 7. Your paper must be logically organized and focused.
<p>Critical Thinking Assignment 2:</p>	<p>In a 3- to 4-page written essay, analyze the thesis and supporting evidence in Robert Heilbroner's "Don't Let Stereotypes Warp Your Judgment," and evaluate whether his perception that the practice of stereotyping can be reduced through individual effort is valid or invalid. Analyze and evaluate the portions of Heilbroner's text that you incorporate into your essay.</p>
<p>Other Evaluation Methods:</p>	<p>Essay Exams, Other (specify), Quizzes, Term or Other Papers, Written Homework</p>
<p>Instructional Methods:</p>	<p>Discussion, Group Activities, Lecture, Multimedia presentations, Other (specify)</p>

If other:	
Work Outside of Class:	Other (specify), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	<p>Part 1: An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.</p> <p>A college-level handbook on writing and documentation or evidence of similar writing pedagogy.</p> <p>Course texts may include book-length works.</p> <p>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.</p> <p>Part 2:</p> <p>Graff, Gerald, and Cathy Birkenstein. <i>They Say / I Say with Readings</i>. 6th edition. W. W. Norton and Company, 2024.</p> <p>Hacker, Diana, and Nancy Sommers. <i>Rules for Writers</i>, 9th ed., Bedford/St. Martin's, 2020.</p> <p><i>Writing Spaces: Readings on Writing</i>, published by writingspaces.org, copyright 2022.</p>
Alternative Texts:	
Required Supplementary Readings:	<p>Eric Schlosser, <u>Fast Food Nation</u>, First Mariner Books, 2012. (Discipline Standard)</p> <p>Amanda Ripley, <u>The Unthinkable: Who Survives When Disaster Strikes--and Why</u>, Crown Publishing, 2008. (Discipline Standard)</p> <p>Piers Paul Read, <u>Alive</u>, Harper Perrenial, 2005. (Discipline Standard)</p> <p>Anna Deavere Smith, <u>Twilight: Los Angeles</u>, First Anchor Books, 1994. (Discipline Standard)</p> <p>Malcolm Gladwell, <u>Outliers</u>, Little Brown and Company, 2008. Discipline standard.</p> <p>Junot Diaz, <u>Drown</u>, Riverhead Books, 1996. Discipline standard.</p>
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential

<p>Requisite course(s): List both prerequisites and corequisites in this box.</p>	<p>English as a Second Language 53C with a minimum grade of C AND English as a Second Language 52B with a minimum grade of C</p>
<p>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</p>	<p>Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.</p> <p>ESL 52B - Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty.</p> <p>Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>ESL 53C - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.</p> <p>ESL 53C - Plan, write, and revise 500-word multi-paragraph expository essays that include both an introduction and conclusion, and which exhibit coherence and unity; avoid major grammatical and mechanical errors that interfere with meaning; and demonstrate awareness of cultural context, audience, purpose, and language choice.</p> <p>ESL 53C - Apply MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list.</p>
<p>Requisite Skill:</p>	<p>Prerequisite</p>
<p>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</p>	<p>Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.</p> <p>Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty.</p> <p>Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.</p>

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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	English 1A Committee
Date:	02/01/1960
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Stephanie Merz
Date:	10/07/2024
Last Board Approval Date:	11/18/2024
Effective Term:	FA 2025