



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ENGL
Course Number:	C1000H
Descriptive Title:	Academic Reading and Writing - Honors
Division:	Humanities
Department:	English
Course Disciplines:	English
Catalog Description:	<p>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 is an honors course.</p> <p>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. This course is enriched through extensive, rigorous reading, writing, and research assignments.</p> <p><i>Note: Students may take either English 1A or English 1AH. Duplicate credit will not be awarded for English 1A and English 1AH.</i></p>
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:	fall 2015
Transfer UC:	Yes
Effective Date:	fall 2015

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</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 sophisticated analysis and synthesis.</p> <p>SLO #2</p> <p>Integrate multiple sources, including a book-length work and a variety of 2. academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.</p> <p>SLO #3</p> <p>Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.</p> <p>SLO #4</p> <p>Demonstrate sophisticated critical thinking by showing awareness of audience in anticipating readers' questions, biases, and potential lack of knowledge.</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 ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. Emphasis will be on ability to conduct scholarly research independently. 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. 8. Conduct scholarly research independently to enrich multiple, rigorous reading and writing tasks.

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:

I. Students should write about 32 pages (8,000 words) in all. Different drafts of the same assignment can count towards the 32-page total, but not as "distinct essays" (see below). The 32 pages can also include diagnostic essays, essay exams, annotated bibliographies, reaction papers, portfolio revisions, and focused journal writing.

Major Topics:

A minimum of 4-5 distinct essays, including the 6-8-page research essay, must be assigned and formally graded. Students should produce a minimum of 24 pages (6,000 words) for all essay final drafts combined. (0 hours, lecture)

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. In addition to the required research essay, at least one other major assignment (essay and/or presentation) should involve independent research.

E. ENGL 1AH requires a longer capstone research paper than ENGL 1A (6-8 pages versus 5-7 pages). It also requires students to use more sources, especially scholarly ones. Compared to ENGL 1A, ENGL 1AH students also complete at least one separate, additional paper or project that involves scholarly research (requiring at least two sources), and they are assigned additional reading material.

F. The research essay is the assessment tool for the English 1AH 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, audience awareness [including anticipating readers' questions, biases, and prior knowledge of the topic], 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. Emphasis placed on scholarly texts: (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

	<p>D. Avoiding plagiarism</p> <p>VIII. Research Paper Writing (20 hours, lecture)</p> <p>A. Library and Internet research orientation.</p> <p>B. Source evaluation and collection for research paper: criteria for appropriate sources, with an emphasis on scholarly sources, and review of primary vs. secondary sources.</p> <p>C. Organization of source materials for research paper: note cards and annotated bibliographies.</p> <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, audience awareness (including anticipating readers' questions, biases, and prior knowledge of the topic), 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:	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: 1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Use the critical-thinking skills you have practiced in class to write an essay of four to six pages (1,000-1,500 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. Include at least one independently researched source to support your thesis. Strongly consider seeking the assistance of the Reading and Writing Studio at one or more points during the writing process.
Critical Thinking Assignment 1:	Compose an argumentative research essay with a thesis that is specific, manageable, provable, and contestable. You should analyze and prove your thesis using paraphrases and quotations from at least six sources. The sources should come from ECC library databases, books, and/or credible websites, and should include at least two scholarly sources. You must sustain your argument, use transitions effectively, and use correct grammar, spelling, and punctuation. This essay will be approximately 6-8 pages in length, and you must use MLA format, including in-text citations and a Works Cited page.
Critical Thinking Assignment 2:	Write a three- to four-page essay that draws from both original research and the text itself to evaluate Eric Schlosser's argument in <i>Fast Food Nation</i> . Should readers of Schlosser's book view his argument as credible, mostly credible, or untrustworthy? The essay should open with an introductory paragraph that summarizes Schlosser's main idea and major supporting points (all in your own words) and builds to a thesis about your evaluation. At least three quotes from the essay should be integrated into your response in the body paragraphs. In addition, at least two credible outside sources (not including the book) must be cited, including at least one scholarly source. Find, integrate, and document these sources effectively for an academic essay using MLA style. A properly formatted Work Cited page is required.
Other Evaluation Methods:	Essay Exams, Other (specify), Presentation, Quizzes, Term or Other Papers, Written Homework
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations, Other (specify)
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>

	Hacker, Diana, and Nancy Sommers. <i>Rules for Writers</i> , 9th ed., Bedford/St. Martin's, 2020. <i>Writing Spaces: Readings on Writing</i> , published by writingspaces.org, copyright 2022.
Alternative Texts:	
Required Supplementary Readings:	Amanda Ripley, <u><i>The Unthinkable: Who Survives When Disaster Strikes--and Why</i></u> , Crown Publishing, 2008. (Discipline Standard) Piers Paul Read, <u><i>Alive</i></u> , Harper Perrenial, 2005. (Discipline Standard) Anna Deveare Smith, <u><i>Twilight: Los Angeles</i></u> , First Anchor Books, 1994. (Discipline Standard) Malcolm Gladwell, <u><i>Outliers</i></u> , Little, Brown, and Company, 2008. (Discipline Standard) Junot Diaz, <u><i>Drown</i></u> , Riverhead Books, 1996. (Discipline Standard) Eric Schlosser, <u><i>Fast Food Nation</i></u> , First Mariner Books, 2012. (Discipline Standard)
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	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
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ESL 52B - Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ESL 53C - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. 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. 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.

	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.
Requisite Skill:	Prerequisite
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.
	Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty.
	Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
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	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.
	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.
	Apply MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list.
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Rachel Williams
Date:	09/22/2014

Original Board Approval Date:	12/15/2014
Last Reviewed and/or Revised by:	Stephanie Merz
Date:	10/07/2024
Last Board Approval Date:	11/18/2024
Effective Term:	FA 2025