

## ENGLC1000E : Academic Reading and Writing

### General Information

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Attachments:	EnglishC1000E_Part 2_Additions.docx EnglishC1000E_Template.pdf
Course Code (CB01) :	ENGLC1000E
Course Title (CB02) :	Academic Reading and Writing
Department:	ENGL
Proposal Start:	Fall 2025
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000606929
Curriculum Committee Approval Date:	11/27/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	02/01/2019
Course Description and Course Note:	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. Students also learn to position their ideas in relation to the ideas of others by developing skills in argumentation, source integration, analysis of evidence, information literacy, and citing according to academic conventions. Students generate original ideas through writing and revise their work according to audience expectations. Note: This course was previously ENGL 101+.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	No value
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>English</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade Only

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

GE Status A2, A3, 1A, 1B

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

#### IGETC Area

1A-English Composition

#### Area

English  
Composition

#### Status

Approved

#### Approval Date

09/03/2019

#### Comparable Course

No Comparable Course defined.

#### CSU GE-Breadth Area

A2-Written Communication

#### Area

Written  
Communication

#### Status

Approved

#### Approval Date

09/03/2019

#### Comparable Course

No Comparable Course defined.

#### C-ID

ENGL

#### Area

English

#### Status

Approved

#### Approval Date

08/29/2022

#### Comparable Course

ENGL 100

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 4.5

**Maximum Credit Units (CB06)** 4.5

**Total Course In-Class (Contact) Hours** 99

**Total Course Out-of-Class Hours** 144

**Total Student Learning Hours** 243

## Credit / Non-Credit Options

### Course Type (CB04)

Credit - Degree Applicable

### Noncredit Course Category (CB22)

Credit Course.

### Noncredit Special Characteristics

No Value

### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

## Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	1.5	0
Studio Hours	0	0

## Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	72
Laboratory	27
Studio	0
<b>Total</b>	99
<b>Course Out-of-Class Hours</b>	
Lecture	144
Laboratory	0
Studio	0
<b>Total</b>	144

## Time Commitment Notes for Students

No value

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

### Prerequisite

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

## Entry Standards

Entry Standards

Description

No value

No value

## Course Limitations

Cross Listed or Equivalent Course

Description

ENGL 101

(previous equivalent course)

ENGL 101H

(previous equivalent course)

ENGL 101+

(previous course)

ENGL C1000

No Value

ENGL C1000H

No Value

## Specifications

Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Collaborative Learning

Out of Class Assignments

- Students will write a minimum of 6,000 words of formal writing incorporating a variety of rhetorical strategies
- Writing projects will require students to use analytical reading and thinking strategies to compose texts that respond to a variety of rhetorical contexts and incorporate college-level research
- Primarily, students will compose academic essays
- Reflective writing, including online discussion and peer support assignments, and reading journals/responses
- Annotating, vocabulary building, and note taking activities; prewriting/outlining, including mapping work and revision
- Rough drafts of essays, including scaffolded assignments such as writing formal paragraphs focusing on major inquiry questions or themes related to each course unit
- Annotated bibliography, including source evaluation
- Multimodal writing projects (e.g. make a case that your neighborhood should be included in a tour of Los Angeles, using text, images, and song lyrics)
- Essays that incorporate research (e.g. a question-driven, two-thousand word research paper which incorporates six sources, including scholarly articles)

### Methods of Evaluation

### Rationale

Exam/Quiz/Test	Portfolios
In-Class Writing Assignment	Textual response and other writing assignments
Presentation (group or individual)	Group or individual presentations
In-Class Activity (answering journal prompt, group activity)	Class participation in peer review, and collaborative work
Exam/Quiz/Test	Essay examinations (both in and out of class)
Writing Assignment	Research
Other	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.

### Textbook Rationale

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
Bullock, Richard, et. al.	The Little Seagull Handbook	W.W. Norton and Company	2016	393602648
Stuart Greene	From Inquiry to Academic Writing: A Practical Guide	Macmillan	2018	1319071244
Hacker, Diana	Rules for Writers	Bedford/St. Martin's	2016	1319083498
Rosenwasser, David	Writing Analytically	Wadsworth	2018	72469315

## Other Instructional Materials (i.e. OER, handouts)

Description	Writing at GCC: An Open Source Writing Handbook
Author	Glendale Community College English Faculty
Citation	No value
Online Resource(s)	No value

## Learning Outcomes

### Course Objectives

#### Part 1: Objectives

Read analytically to understand and respond to diverse academic texts.

Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.

Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

#### Part 2: Objectives

Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.

Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

### SLOs

Critically read materials from a variety of perspectives in order to identify arguments and develop analytical response based on textual evidence  
Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.

*ENGL*  
Creative Writing Demonstrate creative and critical thinking as it applies to writing and reading.

*ILOs*  
General Education critically read materials from a variety of perspectives in order to draw logical interpretive conclusions based on textual evidence;

**Write and revise thesis-driven essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate to the academic context, including appropriate use of sources, evidence, tone, style, and semantics** Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

*ENGL*  
Creative Writing Demonstrate creative and critical thinking as it applies to writing and reading.  
Demonstrate increased knowledge the principles of Creative Writing.

*ILOs*  
General Education write thesis-based essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate to the academic context, and that incorporate appropriate tone, style, evidence, and semantics

**Prepare and revise writing projects that select, evaluate, synthesize, and apply source material gathered through academic research methods, employing quotation, paraphrase, summary, and analysis as effective means of support and development of the writer's ideas, cited and formatted according to academic conventions** Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.

*ENGL*  
Creative Writing Demonstrate creative and critical thinking as it applies to writing and reading.  
Demonstrate increased knowledge the principles of Creative Writing.

*ILOs*  
General Education prepare an essay organizing, synthesizing, evaluating, and applying research materials, employing quotation, paraphrase, and summary as effective means of support and using proper documentation and format

**Implement correct grammar, proofreading and revision skills** Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No Value

**Is this proposal submitted in response to learning outcomes assessment data?**

No Value

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

Lecture Content

### Part 1: Required Topics

**Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles**

**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**

### **Part 2: Additional Topics**

#### **Analytical Reading**

- Annotation strategies
- Close reading of diverse texts from a variety of perspectives
- Analyzing purpose, audience, context, and overall composition

#### **Research Methods**

- Using the library
- Scholarly databases and search engines
- Determining scale and scope of research
- Generating strong research questions
- Vetting, evaluating, and annotating sources
- Using sources ethically
- Primary and secondary sources
- MLA and/or APA style citations (in-text and works cited)

## Laboratory/Studio Content

### Contextualized "Just-in-time" Remediation for Grammar and Mechanics

- Collaborative writing and editing assignments
- Individual and group presentations on grammar and mechanics concepts
- Peer review

### Habits of Mind for Success in English Courses

- Motivational and support tools for success in English 101
- Coaching on grit, self-advocacy, growth mindset, and time-management skills
- Group work (or hive-mind) dynamics
- Reading Apprenticeship, instructor interfacing, and extended opportunity for assignment development
- Campus support and academic services

## Additional Information

### Repeatability

No Value

### Justification (if repeatable was chosen above)

No Value

### Is it possible this course will have a material fee?

No Value

### I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

No Value

### What term(s) will this course be offered?

No Value

### Will any additional resources be needed for this course? (Click all that apply)

No Value

### If additional resources are needed, add a brief description and cost in the box provided.

No Value

## Resources

Did you contact your departmental library liaison?

No Value

If yes, who is your departmental library liason?

No Value

Did you contact the DEIA liaison?

No Value

Were there any DEIA changes made to this outline?

No Value

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

No Value

If additional resources are needed, add a brief description and cost in the box provided.

No Value