

ENGL C1000 Course Outline as of Fall 2025**CATALOG INFORMATION**

Dept and Nbr: ENGL C1000 Title: ACADEMIC READING/WRITING

Full Title: Academic Reading and Writing

Last Reviewed: 10/28/2024

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: ENGL 1A

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.

Additionally at SRJC, students will compose primarily argumentative and analytical writing using a process-oriented approach to encourage the development of healthy writing habits and the appropriate and effective use of language, close reading, cogent thinking, research strategies, information and learning resources, and documentation. The course emphasizes critical reading and discussion of a variety of college-level texts (primarily nonfiction) with emphasis on expository and argumentative prose.

Prerequisites/Corequisites:

Prerequisites (Identical): Placement as determined by the college's multiple measures assessment process

Recommended Preparation:**Limits on Enrollment:**

Schedule of Classes Information:

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.

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Prerequisites/Corequisites: Prerequisites (Identical): Placement as determined by the college's multiple measures assessment process

Recommended:

Limits on Enrollment:

Transfer Credit: UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	A	English Composition	Fall 1981	

CSU GE:	Transfer Area		Effective:	Inactive:
	A2	Written Communication	Fall 1981	

IGETC:	Transfer Area		Effective:	Inactive:
	1A	English Composition	Fall 1981	

CSU Transfer:		Effective:		Inactive:
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UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:
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CID:

CID Descriptor:	ENGL 100	College Composition
SRJC Equivalent Course(s):		ENGLC1000 OR EMLS10

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Engage in inquiry and critical reading to analyze and synthesize college-level texts (primarily nonfiction) of various lengths and genres.
2. Compose primarily expository, analytical, and argumentative essays that respond to a variety of rhetorical situations and contexts.
3. Analyze and synthesize outside source materials and integrate them into writing assignments using Modern Language Association (MLA) style.

Objectives:

Statewide Required Objectives/Outcomes:

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.

Expanded and Additional Local Objectives/Outcomes:

Critical Reading, Thinking, and Inquiry

1. Read, analyze, and evaluate a variety of college-level writings of various genres for content, context, and rhetorical merit with consideration of genre, tone, audience, and purpose.
2. Demonstrate, in writing and discussion, the conclusions of textual analysis, including an understanding of a text's argument and structure.
3. Critically read, analyze, discuss, and evaluate a variety of college-level writings to summarize, respond, make inferences, identify biases and assumptions, consider multiple perspectives, construct meaning from the target text, and make connections to their lived experiences and the world around them.
4. Apply a variety of discipline-specific skills and strategies that demonstrate the use of college composition conventions and discourse.

Writing

1. Per CALGETC standards, students will write, revise, and edit predominantly academic essays totaling at least 5000 words of formal writing (4,000 of which will be in final draft form in two or more essays).
2. Develop essays, following academic writing conventions, that respond to the assignment parameters and are logically and coherently organized, engage with relevant and sufficient support for claims, and demonstrate effective use of rhetorical (persuasive) strategies.
3. Engage a range of writing process strategies in developing essays.

Research, Information, and Learning Resources

1. Demonstrate facility with research techniques, such as use of library and online tools.
2. Locate and evaluate sources and their respective mediums to determine their relevance, credibility, and depth of knowledge.
3. Synthesize and respond to outside source materials to form evidence-based conclusions.
4. Evaluate outside source material for effective and ethical integration into writing assignments using Modern Language Association (MLA) format.

Topics and Scope:

Statewide Required Topics:

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.

Expanded and Additional Local Topics:

I. Critical Reading, Thinking, and Inquiry

A. Pre-reading

1. Determining reading purpose
2. Identifying genre, purpose, and potential audience of a given text
3. Developing a critical reading plan based on assignment, reader's purpose, and the genre of the reading

B. Active Reading

1. Developing reading strategies, such as annotating, visualizing, and questioning
2. Using reading support resources (e.g. dictionary)
3. Making connections (intratextual, intertextual, and to lived experiences)
 - a. Distinguishing between knowledge/expertise/lived experiences
 - b. Identifying intratextual relationships
 - i. A text's thesis and supporting evidence
 - ii. A text's ideas and its details
 - iii. A text's rhetorical modes and the text's meaning
 - c. Synthesizing ideas from multiple texts

C. Analysis and Response

1. Determining a text's purpose
2. Comprehending a text's thesis
3. Identifying a text's methods of argumentation or use of rhetorical/Aristotelian appeals
4. Practicing close reading
 - a. A text's potential effects
 - b. Literary linguistic, imagistic, stylistic, and tonal patterns or peculiarities in a variety of genres.
 - c. Explicit and implicit biases
5. Reading as a writer
 - a. Writer's use of organizational patterns
 - b. Writer's use of secondary source materials to support a given thesis
6. Recognizing styles of argumentation and rhetorical strategies
7. Analyzing styles of argumentation and rhetorical strategies
8. Critiquing styles of argumentation and rhetorical strategies

II. Writing

A. Writing Prompts and Assignments

1. Analyzing writing prompts and assignments to address all facets of the prompt completely
2. Developing a writing plan reflective of the rhetorical situation.

B. Writing Process

1. Using prewriting techniques, such as conducting research, brainstorming, free writing, mapping, clustering and outlining

2. Drafting assignments that may focus on thesis construction, paragraph organization and development, and evidentiary support of claims

3. Revising drafts for content, concision, clarity, organization, style, tone, and diction

4. Proofreading and editing for clarity, fluency, and use of academic writing conventions, such as syntax, sentence structure, sentence variety, grammar, punctuation, and other writing mechanics

C. Content for Essays and Other Course Writing Assignments

1. Establishing a clear writing purpose for intended audience, rhetorical situation, and genre

2. Clarifying thesis

3. Creating supportive and unified paragraphs with topic sentences and text-based support

4. Documenting text-based support in Modern Language Association (MLA) format.

5. Practicing strategies to successfully write timed essays, such as analyzing the essay prompt or question, developing a thesis, outlining, managing time, and proofreading for clarity and wording

III. Research, Information, and Learning Resources

A. Source Material Research and Evaluation

1. Understanding the practice and purpose of research

2. Locating appropriate sources to meet the rhetorical situation

3. Evaluating sources and mediums for credibility and quality

4. Integrating sources into writing effectively

5. Using information ethically

a. Appropriate representation

b. Appropriate documentation

c. Appropriate attribution

6. Formatting research according to MLA guidelines

Assignment:

Critical Reading, Thinking, and Inquiry

1. Weekly reading assignments (primarily nonfiction)

2. Participation in class discussions

3. Low-stakes reading assignments, such as

a. annotations

b. discussion boards

Writing

1. At least 5000 words (4000 of which will be in final draft form) of formal writing, including timed/in-class essays, which represent various types of academic essays, such as

a. synthesis-driven argumentative texts

b. literature reviews

c. narrative, expository, and analytical essays

2. Low-stakes writing assignments, such as

a. personal response papers

b. reading response journals

c. summaries

Research

1. Library research assignments, such as

a. an annotated bibliography

b. research sessions with a librarian

Other

1. Individual or group presentations or projects

2. Essay exams, objective exams, and/or quizzes
3. Optional field trips (ungraded)

Statewide Required Methods of Evaluation:

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.

Expanded and Additional Local Methods of Evaluation: See table below.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Academic expository and argumentative essays, inclusive of research; low-stakes reading and writing assignments; in-class essay(s)

Writing
55 - 65%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Library research assignments; low-stakes reading and writing assignments; in-class essay(s)

Problem solving
10 - 20%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes; Exams

Exams
0 - 10%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and Participation; individual or group presentations or projects; low-stakes reading and writing assignments

Other Category
5 - 20%

Representative Textbooks and Materials:

Statewide Representative Textbooks:

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.

Additional Local Representative Textbooks:

Online Educational Resources (OER) texts:

How Arguments Work: A Guide to Writing and Analyzing Texts in College. Mills, Anna. [https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_\(Mills\)](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills)) CC BY-NC 4.0 license

Writing as Inquiry. Clevinger, Kara and Stephen Rust.

<https://opentext.uoregon.edu/writingasinquiry/>. Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

Handbooks:

Understanding Rhetoric: a Graphic Guide to Writing. 3rd ed. Losh, Elizabeth and Alexander, Jonathan and Cannon, Kevin. 2021

A Pocket Style Manual. 9th ed. Hacker, Diana and Sommers, Nancy. Bedford/St. Martin's. 2021

College Composition and Reading: Information and Strategies. 4th ed. Lukas, Linda. Kendall Hunt. 2017. (classic).

Rules for Writers. 10th ed. Hacker, Diana and Sommers, Nancy. Bedford/St. Martin's. 2022

They Say / I Say: The Moves That Matter in Academic Writing. 5th ed. Graff, Gerald and Birkenstein, Cathy. 2021

Writing that Matters: A Handbook for Chicana and Latina Studies. Heidenreich, L. and Urquijo-Ruiz, Rita. University of Arizona Press. 2024.

Essay Collections:

Emerging. 5th ed. Barrios, Barclay. Bedford/St. Martin's. 2022

Best American Academic Essays. Gornick, Vivian. 2023

Teaching Critical Thinking. Hooks, Bell. Routledge. 2009. (classic).

Collected Essays. Baldwin, James. Library of America. 1998. (classic).

Themed Readers:

Pursuing Happiness: A Bedford Spotlight Reader. 2nd ed. Parfitt, Matthew and Skorczewski, Dawn. Bedford/St. Martin. 2020

Food Matters: A Bedford Spotlight Reader. 3rd ed. Bauer, Holly. Bedford/St. Martin. 2021.

Non-fiction Full-Length Texts and Memoir:

Black Man in a White Coat: A Doctor's Reflections on Race and Medicine. Tweedy, Damon. Picador. 2016. (classic).

Poverty, by America. Desmond, Matthew. Crown. 2023.

Radical: My Journey out of Islamist Extremism. Nawaz, Maajid. Lyons Press. 2013. (classic).

Borderlands: La Frontera. 4th ed. Anzaldúa, Gloria. Aunt Lute Books. 2012. (classic).

Between the World and Me. Coates, Ta-Nehisi. One World. 2015. (classic).

Education is Politics: Critical Teaching Across Differences. Pari, Caroline and Shor, Ira. Heinemann. 2000. (classic).

The Sunflower: On the Possibilities and Limits of Forgiveness. Wiesenthal, Simon. Schocken. 1998. (classic).

The Autobiography of Malcolm X. Haley, Alex. Ballantine Books. 1992. (classic).
Zami: A New Spelling of My Name-A Biomythography. Lorde, Audre. Crossing Press. 1982.
(classic).
The New Jim Crow. Alexander, Michelle. 2nd ed. The New Press. 2020

Fiction:

The Underground Railroad. Whitehead, Colson. Doubleday. 2016. (classic).
Americanah. Adichie, Chimamanda. Anchor. 2014. (classic).
America is in the Heart. Bulosan, Carlos. 2nd ed. University of Washington Press. 2014.
(classic).
A Thousand Splendid Suns. Hosseini, Khaled. Riverhead Books. 2008. (classic).
A Gesture Life. Lee, Chang-rae. Riverhead Books. 2000. (classic).
When We Were Orphans. Ishiguro, Kazuo. Vintage. 2001. (classic).
The Handmaid's Tale. Atwood, Margaret. Anchor. 1998. (classic).
WOLM Selections: <https://english.santarosa.edu/work-literary-merit>

Multimedia Texts:

Black Panther: A Nation Under our Feet. Coates, Ta-Nehisi. Marvel Worldwide, 2016. (classic).
To Pimp a Butterfly. Lamar, Kendrick. Top Dog Entertainment. 2015. (classic).