Discipline: English

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INTEGRATED COURSE OUTLINE OF RECORD

ENGLISH C1000

ENGL-C1000 : Academic Reading and Writing

Blue highlight is language copied from CCN
Pink highlight language is from local RCCD COR
Yellow highlight is to draw attention to labeling phrases used instead of Part 1 and Part 2

College: RIV
Lecture Hours: 72.000
Lab Hours: 18.000
TBA Option: Yes
Outside-of-Class Hours: 144.000
Total Student Learning Hours: 234.000
Units: 4.00
Grading Methods: Letter Grade

Course Description

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

Course Credit Recommendation: Degree Credit

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. Integrated reading and writing assignments respond to various rhetorical situations. Students will produce a minimum of 7500 words of writing, inclusive of 5000 words of assessed formal writing and 2500 words of other kinds of instructor-reviewed writing. Classroom instruction integrates writing lab activities. Students may not receive credit for both ENGL-C1000 and ENGL-C1000H.

Entrance Skills:

Before entering the course, students should be able to demonstrate the following skills:

1. **Distinguish main idea from evidence in texts and arguments.**
2. **Construct unified, organized essays, largely free of disruptive errors, which employ various rhetorical strategies, perspectives, and concrete evidence in support of arguable thesis statements.**
3. **Demonstrate writing as a process which includes pre-writing, drafting, and revising essays.**

Course Objectives:

Upon successful completion of the course, students should be able to demonstrate the following activities:

1. Read analytically to understand and respond to diverse academic texts. (CCN template objective)
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation. (CCN template objective)
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work. (CCN template objective)
4. Analyze rhetorical strategies, content, and contexts in a variety of non-fiction texts written by authors representing and reflective of students in the classroom, including those written Black, Indigenous, Latinx, and People of Color and the LGBTQ+ community.
5. Consider uses of tone in relation to audience and purpose.
6. Find and engage sources in writings, including thesis writing, summarizing, paraphrasing, and integrating quoted materials.
7. Write a researched essay.
8. Learn to give and to act on productive feedback to works in progress.
9. Practice citation conventions systematically.
10. Practice reading and composing in more than one genre to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes.
11. Gain experience writing timed essays, including ungraded or low-stakes writing.
12. Practice writing moves like problem-solving, posing questions, analyzing, interpreting, generalizing without stereotyping, and generating examples.

Student Learning Outcomes:

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. **Write texts using diverse rhetorical or multimodal strategies.**
   - **Critical Thinking**

2. **Write an inquiry-driven, analytical, or argument-based research essay on a culturally relevant issue that demonstrates critical reading and analysis of text-based sources.**
   - **Communication Skills**

General Education Outcomes:

- **RCCD General Education Pattern -** D1 - Language and Rationality - English Composition

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Course Content:

CCN ▨▨▨▨ Content:

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

Local District Lecture Content:

1. In addition to the 5000 words of formal writing, an additional 2500 words of instructor-reviewed drafts, informal, multimodal, or other kinds of writing are required.
2. Critical reading and thinking skills
   a. Engagement and analysis of non-fiction texts that address culturally responsive issues
   b. Inclusion of Black, Indigenous, Latinx and Writers of Color and LGBTQ+ writers and other marginalized writers to ensure broad representation of thinkers
   c. Reading strategies
      i. Prereading strategies such as previewing, reflecting on relevant background knowledge, and establishing a purposeful approach
      ii. Active and post-reading reading strategies, which may include note-taking, working through difficult texts, identifying rhetorical strategies of a text, writing back to a text about the content and reading process (i.e., conceding, acknowledging, doubting,challenging, puzzling over, registering discomfort, affirming, inferring, exploring implications, weighing evidence), synthesizing ideas across texts, and increasing confidence and stamina in reading
   d. Awareness and understanding of elements of argumentation in texts
      i. The assertion and defense of claims
      ii. The use of sufficient and varied evidence in support of those claims
      iii. The use of logic/reasoning to construct arguments
      iv. The use of personal narrative to build effective arguments
      v. The use of tone as it impacts audience and purpose
      vi. The identification of patterns, trends, generalizations
3. Essay writing
   a. Instruction/practice in effective composition strategies
      i. Practicing strategies and developing individual processes for writing
      ii. Anticipating audience and purpose and adapting tone accordingly
      iii. Constructing arguable thesis statements
      iv. Using cause and effect, problem/solution, generalization from example, exemplifying
      v. Crafting introductory and conclusion paragraphs

vi. Constructing topic sentences (or: making the point of paragraphs clear)

vii. Employing word, sentence, and paragraph transitions as necessary

b. Development of supporting ideas

i. Consistent line of reasoning as suggested by the thesis

ii. Use of textual evidence to support ideas

1. Integrating textual evidence
2. Quoting texts
3. Paraphrasing texts
4. Summarizing texts

iii. Use of transitional and organizational patterns

iv. Strategies for enhancing style

4. Research writing

a. Instruction/practice in topic generation

b. Locating and evaluating sources, including electronic resources

c. Fair use of sources (avoiding plagiarism)

d. Synthesis and integration of sources

e. Documentation, including parenthetical citations and works cited

Local District Lab Content:

Students working in the writing lab will:

1. Practice writing concepts which complement class content and activities, such as citation and documentation, integrating sources, organizational strategies, textual analysis, comparative analysis
2. Practice reading strategies, such as Reading Apprenticeship (talk-to-the text, reading autobiographies, metacognitive reading logs, modeling reading of different texts)
3. Practice research skills, such as finding and analyzing sources, using the library databases, interviewing for oral histories

Methods of Instruction:

Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:

Note: The following methods of instructions are driven by culturally responsive and sustaining and antiracist pedagogies:

- No-stakes, collaborative reading and writing activities and projects (e.g., speed dating, poster sessions and gallery walks, jigsaw, Save the Last Word, writing groups, literature circles, collaborative writing)
- Student-centered instruction: mini-lessons (5-10 minutes), followed by students practicing skills (40-45 minutes) and receiving one-on-one assistance as they work
- Modeling reading and writing skills and strategies via instructor or student samples
- Class discussion of texts (e.g., sharing out golden lines, student-generated discussion questions, think-pair-share)
- Guided reading activities, following CAP's instructional cycle (e.g., pre-reading and post-reading assignments focused first on comprehension and then analysis)
- Scaffolded writing activities (e.g., a sentence summary template that provides a model for introducing sources, collaboratively writing sections of the essay in class)
- Gamifying or storifying
- Making concepts and learning contextual
- Leveraging students' prior knowledge and experience
- Fostering community and relationships in the classroom
- Individual conferences with students to provide feedback and support
- Integration of multimodal and collaborative technologies and multimedia to engage students (e.g., use of the document camera to co-write as a class or for students to present their teamwork; use of media such as Padlet, Poll Anywhere, Google Docs, Flipgrid; short YouTube videos or clips in class)
- Use of embedded supports, such as SIs or embedded tutors who can participate in collaborative activities with students, answer questions, facilitate discussion, and help model reading and writing skills

Methods of Evaluation:

Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:

CCN Template Methods:

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.

Local District Methods:

Methods of evaluation must include a research paper, out-of-class writing.

Students' performances will be evaluated for demonstration of student learning outcomes using methods of evaluation, graded and/or ungraded, which may include, but are not limited to, the following:

- Multimodal texts that reflect a variety of experiences, interests, and histories, e.g., codex, zine, podcast, poster, oral history, interview, testimonio, photo essay
- Expository and argumentative essays
- Ungraded, scaffolded writing opportunities
- Account for scaffolded ungraded assignments (evidence of their writing process) that lead to larger writing assignment
- Participation in discussions and small group activities
- Laboratory work that helps students' development of their reading and writing skills
- Summaries of and responses to readings
- Reports and presentations

Sample Assignments: All local content — this section doesn't exist on CCN

Outside-of-Class Reading Assignments

Note: The following sample assignments are driven by culturally responsive and sustaining and antiracist pedagogies:

- Read texts and works that are relevant to the lives, issues, and experiences of our students to draw on students' funds of knowledge and the expertise they bring to class
- Read texts and works designed to build linguistic awareness of varied language uses, including a range of Englishes and use heritage languages and a range of Englishes in essays or other written assignments
- Read texts and works related to course or unit themes in order to discuss topics, ask questions, build vocabulary in different discursive contexts, generate lines of inquiry and guiding research questions, examine evidence, develop and contribute perspectives, and problem-solve
- Low-stakes, outside-of-class reading assignments: generating discussion questions and lines of inquiry; evidence charts or double-sided notes; guided annotations; summary; answering focus questions; finding and discussing golden lines; making text-to-self, text-to-text and/or text-to-world connections
- Low-stakes, in-class reading assignments: writing summaries, selecting and interpreting golden lines, freewriting, asking or answering questions, making personal connections; or using Reading Apprenticeship strategies
- Low-stakes, in-class collaborative assignments: collaborate with peers in pairs and/or teams or familias to discuss works, hear new and divergent perspectives, deepen rhetorical awareness, listen and respond to diverse views on and approaches to a range of topics, engage in consensus-building, draft responses, and share works generated

Outside-of-Class Writing Assignments

- Research works, via library research and/or an internet search, to develop depth and/or breadth in a topic or to corroborate findings
- Write scaffolded assignments aimed at offering practice in developing skills, such as an introduction or a conclusion following a template designed to address misconceptions or problem-solve
- Write works, such as personal narratives, literacy narratives, or educational narratives designed to promote critical introspection, connect to topics, reflect on relevant experiences, and pose real-world questions drawn from and relevant to the student-writer's experiences
- Write essays and other works that offer perspectives supported by evidence
- Write a research essay where students research and explore a topic relevant to their lives and their communities
- Collaborate on and co-author writing and research projects, such as research essays or annotated bibliographies
- Multimodal writing in response to different rhetorical situations, such as a codex, podcast, pamphlet, or op-ed
- Create a multimodal research or writing projects (e.g., a podcast, a YouTube video, a Padlet, piece of art, performative piece, creative writing)
- Create a writing portfolio with revisions and showcasing student growth and work throughout a unit or term
- Conduct interviews and create an oral history
- Present, share, and respond to student-generated works

- Reflect on or self-assess student-generated works via metacognitive journals, labor logues, or reflective letters designed to develop understanding of and address affective domain

Other Outside-of-Class Assignments

- A sample of a culturally responsive unit is focusing on the theme of food memoirs and Transnational Foodways. In the unit, students read articles that analyze food through the lens of identity, sustainability, equity, power, immigration, socioeconomic status, among others. They read and view visual texts such as: Amy Tan's "Fish Cheeks," Leah Chase, The Sioux Chef, Morales's "Growing Food and Justice: Dismantling Racism through Sustainable Food Systems," and McClintock's "From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California." Students write and then revise their food memoir and find areas that they would like to reflect or expand on to start doing preliminary research and submit a mini-proposal. Finally, they end the unit with a Transnational Foodways research project where they can incorporate parts of their food memoir into their research project along with completing an annotated bibliography.

Course Materials:

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:

CCN template representative texts/materials: OER Anthology. *88 Open Essays.* https://commons.libretexts.org/book/human21509, 2024.
CCN template representative texts/materials: . *Purdue OWL* https://owl.purdue.edu/.
CCN template representative texts/materials: Course texts may include book-length works.
Local district representative texts/materials:.
Faculty should bring to the center authorial voices that have been historically marginalized on the basis of race, gender, sexuality, and ability -- including racialized groups that best reflect our student population: i.e. Latinx, Black. Purposefully incorporating BIPOC and LGBTQ+ writers intentionally addresses the needs of students who have been disproportionately impacted by racism and other forms of systemic discrimination. Readings should demonstrate a commitment to the valuing of student minds who may never have felt seen in education and should encourage learning that disrupts and challenges the historical norms that cultivated that traditional marginalization. To the extent possible, faculty should select Open Educational Resources (OER) materials, low-cost, and no-cost materials consistent with teaching Course Content to meet Course Objectives and Student Learning Outcomes. All materials used in this course will be periodically reviewed to ensure that they align with the COR. Possible texts include the following:
OER HANDBOOK: Guptill, Amy. Writing In College: From Competence to Excellence https://open.umn.edu/opentextbooks/textbooks/writing-in-college-from-competence-to-excellence, 2016.
OER HANDBOOK: Gagich, Melanie, and Emilie Zickel. A Guide to Rhetoric, Genre, and Success in First-Year Writing. https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/, 2017.
BOOK/READER: Alexander, Michelle. The New Jim Crow: Mass Incarceration in the Age of Colorblindness. New Press, 2010.
BOOK/READER: Gonzales, Roberto. Lives in Limbo : Undocumented and Coming of Age in America. University of California Press, 2015.
BOOK/READER: Luiselli, Valeria. Tell Me How It Ends: An Essay in Forty Questions. Coffee House Press. 2017.
BOOK/READER: Rios, Victor. Human Targets: Schools, Police, and the Criminalization of Latino Youth. University of Chicago Press, 2017.
BOOK/READER: Steele, Claude. Whistling Vivaldi. W. W. Norton & Company, 2011.
ARTICLE/EXCERPT: Anzaldúa, Gloria. "How to Tame a Wild Tongue." 1987/2012.
ARTICLE/EXCERPT: Baldwin, James. "If Black English Isn't a Language, Then Tell Me, What Is?" The New York Times. 1979.
ARTICLE/EXCERPT: Baldwin, James. "Letter to My Nephew." 1962.
ARTICLE/EXCERPT: Coates, Ta-Nehisi. "Letter to My Son." The Atlantic. 2015.
ARTICLE/EXCERPT: Coates, Ta-Nehisi. "The Case for Reparations." The Atlantic. 2014.
ARTICLE/EXCERPT: Ho, Limay and Amanda Northrop. "Confessions of a Wealthy Immigrant: "Model Minority" is a Myth." Vox. 2017. (Also Multimodal)
ARTICLE/EXCERPT: Hunt, Jerome and Aisha C. Moodie-Mills. "The Unfair Criminalization of Gay and Transgender Youth" Center for American Progress. 2012.
ARTICLE/EXCERPT: Muñoz, Manuel. "Leave Your Name at the Border." The New York Times. 2007.
ARTICLE/EXCERPT: Peak, Bethany. "Militarization of School Police: One Route on the School-to-Prison Pipeline." 2017.
ARTICLE/EXCERPT: Price, Devon. "Laziness Does Not Exist: But Unseen Barriers Do." Human Parts Online. 2018.
ARTICLE/EXCERPT: Sandberg, Sheryl, and Adam Grant. "Speaking While Female." The New York Times. 2015.

ARTICLE/EXCERPT: Staples, Brent. "Black Men and Public Space." 1986.
TEDTALK: Adichie, Chimamanda Ngozi. "The Danger of a Single Story," 2009.
TEDTALK: Mogahed, Dahlia. "What It's Like to Be Muslim in America." 2016.
ONLINE HANDBOOK: OWL at Purdue https://owl.purdue.edu/
Library research guides available at MVC, RCC, Norco

Codes/Dates:

CB03 TOP Code: 1501.00 - English
CB05 MOV Transfer Status: Transfers to Both UC/CSU (A)
CB05 NOR Transfer Status: Transfers to Both UC/CSU (A)
CB05 RIV Transfer Status: Transfers to Both UC/CSU (A)
C-ID#: ENGL 100

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COR Rev Date: 11/19/2024

GE Learning Outcomes:

- **Communication Skills** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

- **Critical Thinking** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.