



ENGL 001: COLLEGE READING & COMPOSITION

Proposer:

Name:	Email:
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Effective Term:

Fall 2025

Credit Status:

Credit - Degree Applicable

Subject:

ENGL - English

Course Number:

001

Discipline:

And/Or	(Discipline)
		English	

Catalog Title

Academic Reading and Writing

Catalog Description

Common 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.

COS Expanded Description: English 001: College Reading and Composition is a first-year course created to support your development as a college-educated reader and writer. This course offers you an opportunity to explore texts from a variety of diverse voices and enter into conversations with creative thinkers. We will empower you to make choices in your writing that strengthen your voice as a scholar and persuade your audience. You will reflect on your writing practices to figure out what writing strategies work best for you. In this course, you will develop research strategies, learn how to find credible information, and incorporate those sources into your writing to support your arguments. Ultimately, English 001 is your invitation to imagine big ideas and learn how to share those ideas effectively with others. Students in English 001 have many opportunities for extra support, including supplemental learning assistance provided by visiting The Writing Center (aka ENGL 400, an open entry/open exit non-credit course).

Prerequisites

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

Method of Instruction:

Distance Education
Lecture and/or Discussion

Course Units/Hours:

Course Units Minimum:

4

Lecture Hours Minimum (week)

4

Lab Hours Minimum (week)

0

Activity Hours Minimum (week)

0

**Total Contact Hours Minimum (semester)**

70

Total Outside Hours Minimum (semester)

140

Total Student Learning Minimum Hours (semester)

210

Repeatability:

No

Open Entry/Exit:

No

Field Trips:

Not Required

Grade Mode:

Standard Letter

TOP Code:

150100 - English

SAM Code:

E - Non-Occupational

Course Content**Methods of Assessment:**

Essay quizzes or exams
 Oral presentations
 Portfolio Evaluation
 Project
 Written essays or extended papers

Course Topics:

	Course Topics
1	COMMON TOPIC: Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
2	COMMON TOPIC: Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3	COMMON TOPIC: Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4	COMMON TOPIC: Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
5	COMMON TOPIC: Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6	COMMON TOPIC: Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7	COMMON TOPIC: Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.
8	COMMON TOPIC: Compose a minimum of 5,000 words of formal writing across major assignments.
9	COS EXPANDED TOPIC: Strategies for tackling difficult texts (e.g. notetaking, predicting, annotating, classroom discussion, connecting to the world and prior knowledge)
10	COS EXPANDED TOPIC: Critical reading including acknowledgement of bias (e.g. selection bias, confirmation bias, etc.), context (e.g. intratextual, intertextual, and connections to lived experience), and rhetorical choices in other's writing, including student writing



11	COS EXPANDED TOPIC: A variety of texts which reflect cultural, gender, and ideological diversities and are meaningful to the lives of students
12	COS EXPANDED TOPIC: Strategies for using supporting evidence, including lived experience and source incorporation, to support argumentative and expository writing)
13	COS EXPANDED TOPIC: Purposeful shifts in voice, style, and presentation depending on context
14	COS EXPANDED TOPIC: Flexible organization strategies that respond to their rhetorical contexts, develop a complex idea across multiple paragraphs, and serve the student's goals
15	COS EXPANDED TOPIC: Academic integrity, including documentation, formatting, and presentation, and the avoidance of intentional and unintentional plagiarism
16	COS EXPANDED TOPIC: The institutional and implicit biases of standard English requirements, and how to meet those expectations effectively without compromising authentic student voices
17	COS EXPANDED TOPIC: Self-reflection and metacognition on writing practices
18	COS EXPANDED TOPIC: Strategies for timed writing (e.g. stress management and time management)
19	COS EXPANDED TOPIC: Navigation of Library resources and web sources to research
20	COS EXPANDED TOPIC: Methods for organizing research
21	COS EXPANDED TOPIC: Qualities and cultural implications of scholarly and non-scholarly sources
22	COS EXPANDED TOPIC: Strategies for evaluating a variety of source materials for perspective, positionality, credibility, and relevance in context with ongoing conversations
23	COS EXPANDED TOPIC: Research as a form of inquiry to discover ideas, deepen thinking, and develop complex arguments
24	COS EXPANDED TOPIC: Student success strategies (e.g. navigating institutional structures, connecting to campus resources, community building, time management, technology strategies, confidence building)
25	COS EXPANDED TOPIC: Appreciating and understanding diverse perspectives including student voices

Course Objectives:

Course Objectives	
1	COMMON OBJECTIVE: Read analytically to understand and respond to diverse academic texts.
2	COMMON OBJECTIVE: Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3	COMMON OBJECTIVE: Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4	COS EXPANDED OBJECTIVE: Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose. These texts should include selections relevant to students' lives and reflect diverse perspectives. Assigned reading should approximately include about 300-500 pages (approximately 90,000-150,000 words) of reading a semester.
5	COS EXPANDED OBJECTIVE: Analyze and synthesize ideas from texts to draw evidence-based conclusions.
6	COS EXPANDED OBJECTIVE: Produce in-class timed writing exhibiting acceptable college-level control of mechanics, organization, development, and coherence. In an online setting, this timed writing objective can be achieved through timed quizzes or similar functions in the college's LMS.
7	COS EXPANDED OBJECTIVE: Demonstrate competency with research techniques, including use of library and online tools to explore a variety of media sources including books, journals, news media, films, and websites.
8	COS EXPANDED OBJECTIVE: Find, evaluate for credibility, and analyze a variety of sources, including primary, secondary and tertiary sources, incorporating them into written arguments using appropriate documentation.

Course Outcomes:

Course Outcomes	
1	Critically read and respond to materials from a variety of perspectives and genres.
2	Write and revise persuasive, unified, and well-organized arguments.
3	Reflect on individual writing, practices, and processes.
4	Conduct research and evaluate multimedia sources for credibility.

- 5 Purposefully integrate credible research material from a variety of sources into writing using appropriate documentation.

Assignments:

Assignment Type:	Details
Other	Common Course 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.
Reading	Students will primarily read extended non-fiction from books, news and magazine articles, and research/ scholarly journals. For example students may read articles from the text Language Diversity and Academic Writing.
Writing	Students will write multiple persuasive essays using thoughtfully selected and suitable research. For example, students may write a seven-page analysis that uses individual research and essays from Language Diversity and Academic Writing to make an argument about the relationship between language and identity.
Homework	Students will do low-stakes practice activities that scaffold the work they will do for larger assignments. For example, students may write an argumentative response to an article in Language Diversity and Academic Writing where they practice quoting from the text and receive feedback to help them improve.

Textbooks or other support materials

Resource Type:	Details
Books	Common Material: An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.
Manuals	Common Material: A college-level handbook on writing and documentation or evidence of similar writing pedagogy.
Books	Common Material: 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.
Books	COS Expanded Materials: Graff, Gerald and Cathy Birkenstein. <i>They Say, I Say: The Moves that Matter in Academic Writing</i> , 4th ed., Norton, 2018. ISBN-13: 978-0393631678
Books	COS Expanded Materials: Looker-Koenigs, Samantha. <i>Language Diversity and Academic Writing: A Bedford Spotlight Reader</i> . Bedford, 2018. ISBN-13: 978-1319055097
Books	COS Expanded Materials: Cohen, Samuel. <i>50 Essays: A Portable Anthology</i> . Bedford, 2016. ISBN-13: 978-1319194468
Books	COS Expanded Materials: Gay, Roxane. <i>Bad Feminist: Essays</i> . Harper, 2014. ISBN-13: 978-0062282712
Books	COS Expanded Materials: Kendi, Ibram. <i>How to Be an Antiracist</i> . Bodley Head, 2019. ISBN-13: 978-0525509288
Books	COS Expanded Materials: Villavicencio, Karla Cornejo. <i>The Undocumented Americans</i> . One World, 2020. ISBN-13: 978-0399592683
Web/Other	COS Expanded Materials: Driscoll, Dana Mary Stewart, and Matthew Vetter. <i>Writing Spaces: Readings on Writing</i> . Volume 3, 2020. https://writingspaces.org/node/1708
Web/Other	COS Expanded Materials: Guptill, Amy. <i>Writing in College: From Competence to Excellence</i> . 2016. https://milnepublishing.geneseo.edu/writing-in-college-from-competence-to-excellence/
Web/Other	COS Expanded Materials: Long, Liza, Amy Minervini, and Joel Gladd. <i>Write What Matters</i> . MSL Academic Endeavors, 2020. https://idaho.pressbooks.pub/write/
Manuals	COS Expanded Materials: Modern Language Association. <i>MLA Handbook</i> , 9th ed., Modern Language Association, 2021. ISBN-13: 978-1603293518
Manuals	COS Expanded Materials: College Writing Handbook Lumen OER https://courses.lumenlearning.com/suny-jeffersonccc-styleguide/

**Equity Review:**

Yes

Transferable to CSU

Yes - Proposed

CSU General Education

Transferable to CSU

CSU GE A2: Written Communication

Transferable to UC

Yes - Proposed

UC/IGETC General Education

Cal-GETC GE Area 1A: English Composition

Transferable to UC

IGETC 1A: English Composition

COS General Education

COS GE A1: Written Communication

Other Degree Attributes

Degree Applicable

Not a Basic Skills Course

Distance Learning Addendum

ENGL 001 DLA.doc

Additional Attachment

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Banner Title:

College Reading & Composition

Curriculum Committee Approval Date:

12/01/2021

Academic Senate Approval Date:

12/08/2021

District Governing Board Approval Date:

12/13/2021

Course Control Number:

CCC000303295

C-ID:

ENGL100