



ENGL-C1000: ACADEMIC READING AND WRITING

Also listed as: ENGL-C1000H

Effective Term

Fall 2025

BOT Approval Date

11/14/2024

Discipline

ENGL - English

Course Number

C1000

Course Title

Academic Reading and Writing

Short Title

Academic Read & Writing

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

2.50

Lab Units

0.50

Total Units

3.00

Hours

Lecture Contact Hours

40-45

Out of Class Hours Lecture

80-90

Lab Contact Hours

24-27

Out of Class Hours Lab

0.00

Total Contact Hours

64 - 72

Total Out of Class Hours

80 - 90

Total Student Learning Hours

144 - 162

Is this an existing Extensive Lab?

Yes



Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes

Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- Any planned face-to-face meetings, such as an orientation or study session, must be optional
- The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

ENGL-C1000H

C-ID (Admin Only)

C-ID ENGL 100

CB 00

CCC000641404

Course Title

Academic Reading and Writing - Honors

Approved Cal-GETC Area

AREA-1A

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

**C-ID (Admin Only)**

C-ID ENGL 100

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.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

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

Codes**TOP Code (CB 03)**

1501.00 - English

CIP Code

23.1304 - Rhetoric and Composition.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information**Check GE Types Requested**

AA/AS D1 - Freshman Composition

Cal-GETC Areas**Approved Cal-GETC Area**

AREA-1A

Learning Objectives**Learning Objectives****Learning Objective**

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.
4. Evaluate and analyze primarily non-fiction texts from authors of diverse cultural, racial, gender, and sexuality backgrounds and points of view and topics reflecting this diversity using a variety of critical reading and information literacy skills.

Honors Objectives

- Students will demonstrate critical reading and thinking by analyzing how writers present information and arguments in a variety of ways, considering genre, purpose, and audience.
- Students will exhibit sophisticated research methods, paying close attention to the difference between opinions, arguments, and facts, in order to gather, understand, and synthesize college-level source material in their own writing.
- Students will compose papers with provocative arguments, developed from their personal insights and thorough research to support their assertions.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will read analytically to understand and respond to diverse academic texts.
2. Students will compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Students will demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Program Learning Outcomes

Learning Outcome

1. Present a clear, reasoned, well supported, clearly organized argument, demonstrating college-level writing skills.
2. Recognize writing as a process of developing, drafting, revising, and editing.
3. Conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines.
4. Analyze text, recognizing the arguments presented, and construct an effective, argumentative or persuasive response, synthesizing information, concepts, and ideas from various sources and including that knowledge in effective, wellreasoned arguments.
5. Demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.
6. Analyze a variety of literary genres in their social, cultural and historical context.
7. Evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

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.
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.

CCN Expanded Lecture Content

1. Content
 - a. Reading material should be primarily non-fiction, though fiction may be used to supplement as appropriate.
 - i. There should be no literary analysis (such as analyzing a fictional source through the elements of fiction, etc.).
 - ii. No more than one book-length text should be assigned, and no more than 1 major writing project should be assigned in relation to a book-length text.
 - b. There should be at least 4 formal writing projects.
 - i. 3 must be academic essays that integrate relevant source material.
 - ii. 1 must be "in-class"/timed; 3 must be out of class.
 - iii. 1 project must be a substantial research paper of at least 5 pages/1250 words, including at least 3 scholarly, peer-reviewed sources independently located.
 - iv. These projects should not contain any writing produced by AI technology except when using AI produced writing as a source or primary text for analysis.
 - c. Engage with ideas and texts from diverse backgrounds, perspectives, and modalities/genres.
 - i. Course texts should include a variety of authors from different backgrounds with regard to race, ethnicity, gender, sexuality, class, (dis)ability, neurodiversity, national origin, and legal status.
 1. Common course texts may include work by authors such as: Anne Lamott's "Shitty First Drafts," Chimimanda Adichie's "The Danger of a Single Story," Gloria Anzaldúa's "How to Tame a Wild Tongue," Amy Tan's "Mother Tongue," Frederick Douglass' "Learning to Read and Write," Malcolm X "Coming to Awareness of Language," David Sedaris's "Me Talk Pretty One Day," America Ferrara's "My Identity is My Superpower," Tara Yosso's "Whose Culture has Capital?" and Riz Ahmed's "Typecast as a Terrorist."
 2. Modalities can include print, audio, and video texts from a variety of mostly non-fiction genres.
 - ii. Self-reflection and understanding how various aspects of one's identity and history affect communication.
2. Critical Reading Strategies
 - a. Pre-reading Skills
 - i. Setting a reading purpose for a given text such as an op-ed, scholarly article, or memoir.
 - ii. Understanding genre and/or text structure.
 - iii. Skimming, scanning, and making predictions.
 - iv. Background knowledge and context.
 - b. Active Reading Skills and Annotation
 - i. Making connections.
 - ii. Self-monitor for confusions.
 - iii. Posing questions for clarity and purpose or for class discussion.
 - iv. Looking up terms and references.
 - v. Identifying key quotes and main ideas.
 - vi. Demonstrate help seeking including communicating with peers, instructors, or tutors.
 - c. Post-Reading Skills and Discussions of Text
 - i. Reflect on purpose, predictions, questions, and gaps in understanding.
 - ii. In small group and full class discussions, compare interpretations with classmates for deeper comprehension and reflect on the diversity of meanings of a given text.
3. Information Literacy and Research Methods
 - a. Locating Resources
 - i. Navigate library resources include print and digital books and academic databases using a variety of search techniques
 - ii. Navigate Internet search tools such as Google Scholar, USA.gov, or Statista
 - iii. Understand the interlibrary loan process to access sources not within the college's holdings
 - iv. Demonstrate help seeking behavior including attending research workshops and engaging with research librarians, librarian chat service, and peer research assistants.
 - v. Develop an annotated bibliography or other organized note system to organize citations, key quotes, and summaries in a way that mitigates unintentional plagiarism.
 - b. Evaluating Sources
 - i. Assess the relevance and credibility of a variety of source types including popular, scholarly, and government sources for a given writing purpose.
 - ii. Use strategies to evaluate sources for currency, relevance, authority, accuracy, and purpose such such as the C.R.A.A.P. test.

- c. Reading Rhetorically
 - i. Understand the structure of scholarly books and articles and how to skim, skip, scan, and study relevant sections as needed for a given purpose.
 - ii. Discern the difference between fact, opinion, assertion, evidence, and assumptions.
 - iii. Evaluate sources for appeals to credibility (*ethos*), logic (*logos*), pathos (*emotion*), and timeliness (*kairos*).
- d. AI Technology
 - i. Discuss appropriate uses and limitations of AI technology during various stages of the writing process.
 - ii. Discuss ethical concerns raised by, implicit biases in, and the potential for misinformation from AI technology.
 - iii. Address how to maintain academic honesty, and how AI-generated work may constitute a form of academic dishonesty.
- 4. Understanding Writing as a Process
 - a. Prewriting
 - i. Explore potential topics with consideration to scope, breadth, and depth.
 - ii. Use pre-writing strategies such as pre-search, freewriting, clustering, outlining, writing support groups, and other methods.
 - b. Developing an Argument
 - i. Writing should be organized around a focused and arguable thesis.
 - c. Drafting
 - i. Recognize the utility of revision through multiple drafts.
 - ii. Explore strategies for revision such as self-editing, peer review, and appropriate use of technological resources such as citation generators and editorial applications.
 - iii. Edit for spelling, grammar, punctuation, mechanics, content, organization, flow, and focus.
 - d. Writing Under Time Constraints
 - i. Analyze prompts to determine an approach.
 - ii. Use organizational methods, such as outlines and note-taking, to manage time.
 - iii. Uses and limits of 5 paragraph essay formats.
- 5. Writing Skills
 - a. Integrating Source Material
 - i. Introducing sources using relevant information such as author, title, form.
 - ii. Proper use of author's names.
 - iii. Proper formatting of source titles.
 - iv. Selecting relevant evidence and presenting it through proper use of quoting, paraphrasing and summarizing.
 - 1. Importance of accuracy.
 - 2. Use of ellipses and brackets.
 - 3. Proper punctuation of quotations, including introductory phrases.
 - 4. Special circumstances when quoting, such as quoting a source within another's work, quotations with or adding emphasis, and citing multiple sources by the same author.
 - 5. Use of block quotations.
 - b. Format and Documenting Source Material
 - i. Adhere to style guidelines for format and documentation.
 - 1. MLA conventions for placement of author's name, instructor's name, course, date.
 - 2. MLA conventions for page numbers, margins, font type and size, spacing, and Works Cited page.
 - 3. Must address MLA, but may also address different style guide conventions, such as APA or Chicago.
 - 4. May explore appropriate use and accuracy of common digital resources such as citation generators and online writing lab resources.
 - ii. Accurate and current MLA in-text citations.
 - iii. Accurate and current MLA works cited pages.
- 6. Organization and Paragraphing
 - a. Organization
 - i. Organize around a central argument/thesis.
 - ii. Paragraphs should be assessed for unity, coherence, and development.
 - b. Introduction Paragraphs
 - i. Engage the reader and establish scope and context of the topic.
 - ii. Use college-level arguable thesis statements.
 - c. Body Paragraphs
 - i. Use college-level transitions between ideas.
 - ii. Properly integrate source material.
 - iii. Emphasize the importance of textual evidence and analysis of/response to evidence.
 - iv. Instructors may use a common paragraph heuristic, such as AXES, MEAL, TAXES, etc.

- d. Conclusion Paragraphs
 - i. Reinforce central argument and establish significance.
 - ii. Acknowledge lingering questions, room for further development, or further ideas to consider.
- 7. Rhetoric
 - a. Rhetorical Situation
 - i. Consider audience and purpose to navigate a variety of diverse communities and occasions.
 - ii. Use tone and language appropriate to the rhetorical situation.
 - b. Argument
 - i. Provide opportunities to self-reflect and evaluate personal biases, including confirmation bias.
 - ii. Understand the importance of context when reflecting on our own perspectives and the work of others.
 - iii. Introduce appropriate logical fallacies as they relate to argumentative writing, such as begging the question, non sequitur, oversimplification/generalization, reduction, straw person arguments, etc.
 - iv. Understand a variety of argumentative genres and styles, such as definitional arguments, proposals, compare/contrast, Rogerian, Toulmin, Classical, and Socratic arguments.
- 8. Writing with Research
 - a. The Research Process
 - i. Do initial research to help inform selection of a topic.
 - ii. Narrow topic to an appropriate scope.
 - iii. Use strategies to stay organized, such as detailed notes or outlines.
 - iv. Develop a working bibliography and/or annotated bibliography
 - v. Avoid plagiarism by attributing and citing all source material.
 - vi. Understanding a variety of uses and ways to integrate or respond to research material (such as to support a point, to clarify a fact, to respond to an argument, etc.).
- 9. Grammar and Punctuation
 - a. Use just-in-time remediation to address a variety of needs that may include:
 - i. Sentences: run-ons, fragments, variety.
 - ii. Agreement: subject-verb, pronoun-antecedent, verb tense.
 - iii. Proper use of commas, semi-colons, colons, apostrophes, etc.
 - iv. Proper capitalization.

Course Lab Content

Please see expanded content for details.

CCN Expanded Lab Content

- 1. Development and Application of Critical Reading Skills
 - a. Apply pre-reading and active reading strategies to break down course texts.
 - b. Discuss texts in small groups and as a class to develop comprehension and reflect on the diversity of understandings.
 - c. Practice self-reflection by working as a community to understand personal contexts and biases.
- 2. Practice Research Methods
 - a. Apply research skills on a variety of platforms and contexts.
 - b. Work collaboratively to think flexibly and resourcefully in locating resources.
 - c. Work in groups and as a class community to evaluate sources and apply rhetorical concepts to analyze texts.
- 3. Practice Writing as a Process
 - a. Work as a community at various stages of the writing process, including invention, developing and narrowing topics, selecting evidence, and finding connections between sources.
 - b. Partake in self-editing and peer review to build and practice a variety of revision strategies.
- 4. Reinforce Writing Skills
 - a. Practice important key skills, such as integrating source material, proper inclusion of quotations, attribution and citation, MLA conventions, developing and refining thesis statements, and paragraphing.
 - b. Use just-in-time remediation to refine grammar.

Honors Content

- The topics to be covered in the honors component are identical to those covered in English C1000.
- In addition, Honors students will examine readings chosen by the instructor that expose the students to varying writing styles, writers, and issues or topics which students will use as a basis or starting point for their essays and research.
- Students will be expected to examine topics and texts in greater depth, with more originality, and with greater written facility and accuracy.

- Instructors will supply additional instruction in writing and research methods to help students conduct more advanced research and to provide students with resources and texts that will facilitate a deeper understanding of the topics and writing strategies covered in English C1000. For example, a student may research the rhetorical situations surrounding a collection of contemporary speeches that discuss a shared social issue, such as immigration, protest, or class stratification, and write a rhetorical analysis examining how the rhetorical appeals are employed differently in different situations and how this impacts the public's opinion and discourse surrounding said social issue.
- Instructors will supply additional support focusing on the integration of research, including properly formatted and cited quotations, paraphrases, and summaries, to strengthen the student's own analysis of their primary and secondary sources.

Methods of Instruction

Method

Individualized Instruction

Integration

Individualized instruction in the form of instructor and student conferences will allow the instructor to give students specific advice and feedback related to idea development, writing, and research, as well as just in time remediation for grammar and mechanics. This individualized instruction will allow instructors to meet the specific needs of individual students, supporting their learning styles and specific needs.

DE Adaptations for MOI

Using accessible tools in the course management system (CMS), accessible audio visual presentations and demonstrations, via Zoom, by the instructor, of various techniques and skills. The lecture materials will be presented via the course learning management system. Individualized instruction in the form of instructor and student conferences can be conducted via Zoom or other approved web-conferencing system to allow the instructor to give students specific advice and feedback related to idea development, writing, and research, as well as just in time remediation for grammar and mechanics.

Method

Reading

Integration

Readings will be used to provide topics and ideas for papers as well as to model various of types of academic writing with an emphasis on form, structure, support, tone, and audience. The instructor will ensure that readings represent a variety of genres, ideas, life experiences and come from writers that are representative of the diversity of our student body.

DE Adaptations for MOI

Readings will be assigned and available in textbooks and/or posted in ADA compliant forms in the course CMS to provide topics and ideas for papers as well as to model various of types of academic writing with an emphasis on form, structure, support, tone, and audience. The instructor will ensure that readings represent a variety of genres, ideas, life experiences and come from writers that are representative of the diversity of our student body.

Method

Discussion

Integration

Class and small-group discussions will be used to work through readings and writing prompts; to reflect on writing choices; and to engage in collaborative learning that develops awareness of multiple perspectives and ideas about topics. By creating the space to share students' perspectives, they will be able to see the diversity of ideas, life experiences, and responses to texts and ideas that exist within the classroom. Discussions will engage with topics that allow students to explore how life experiences, contexts, and identities shape perspectives.

DE Adaptations for MOI

Discussions can be adapted via accessible virtual chat or using built-in features of a course management system. For example, student to student interactions can be facilitated using thematic discussion boards, peer review, and group assignments. Student to instructor discussions can be facilitated via email or within the comment section of assignment submission. Class participation in discussions will encourage additional comprehension of the course material and allow students to share their perspectives, creating a resource wherein students can see the variety of responses to reading material or ideas that members of the classroom community may have. Discussion exercises encourages students to work together, whether that be in service of understanding a course text,

developing paper ideas, or revising their written work. This will be accomplished through regular use of the discussion area in CMS, or through the use of chat, conversations, or group features.

Method

Homework

Integration

Homework assignments—such as but not limited to formative writing activities, reading logs, or citation exercises—on evidence integration, sentence style, editing and revision, MLA, and research will give students extra practice in necessary composition skills.

DE Adaptations for MOI

Homework will give students extra practice in necessary composition skills and be submitted via the CMS system to allow for feedback and grading by the instructor.

Method

Lecture

Integration

Lecture will be used regularly to teach the students the rhetorical situation, reading and writing strategies, various conventions of academic writing, and research methodologies.

DE Adaptations for MOI

Online courses will include lectures on course content. Lectures can be delivered synchronously through video conferencing software or asynchronously through the CMS. Presentation materials such as accessible digital slide presentations, closed caption videos, or links to external articles may be incorporated to supplement lectures and made available to students within the CMS.

Method

Critique

Integration

Peer editing workshops will be used to teach students how to collaboratively evaluate their peers' papers and expose students to different writing styles, strengths, and weaknesses in college-level compositions.

DE Adaptations for MOI

Using features in the CMS such as group discussions, collaboration, peer review assignment options, or integrated external tools, students will be able to access each other's work in order to provide comments that will help each other revise their assignments.

Method

Film/video Viewing and Discussion

Integration

Videos/films/slides/audio tapes which provide ADA compliant visual/audio representations of course material, followed by instructor-guided application and student discussion, can be used to enhance lectures, provide source material or ideas for compositions, and/or model writing and reading practices. The instructor will incorporate resources that represent a variety of perspectives and represent a diversity of ideas and identities.

DE Adaptations for MOI

Videos/films/slides/audio tapes will be available either on the CMS or via Library resources. The instructor will ensure all material are ADA compliant and adhere to fair use principles.

Additional Methods of Instruction for Honors

Students will be required to meet with the instructor individually or with other Honors students at least three times during the semester to discuss the reading, research, and/or paper ideas. In cases where multiple honors students are enrolled, they will work collaboratively to discuss materials and review each other's work; in cases where only one student is enrolled, they will participate in course opportunities as well as work directly with the professor. The student(s) and instructor will determine if a presentation of their work is appropriate.

Methods of Evaluation**Method**

Papers

Integration

At least four formal writing projects/essays, including a substantial research paper and a timed paper, will be submitted on paper or to the CMS and assessed using rubrics, accessible audio-video feedback, marginal annotations/in line comments, and/or end comments on the document to evaluate arguments, thesis statements, cohesion and organization, logical support, integration and synthesis of source material, clarity of ideas, adherence to formatting and citation conventions, and research (where applicable). These papers will provide students opportunities to apply multiple skills such as information literacy, critical reading, rhetorical reading, and understanding context for ideas.

DE Adaptations for MOE

Papers will be submitted via the CMS assignments feature, or in the case of the timed writing, a feature such as Quizzes. Feedback will be provided using rubrics, accessible audio-video feedback, and/or marginal annotations/in line comments in the document and provided within 2 to 3 weeks.

Method

Quizzes

Integration

Quizzes may be used to determine students' understanding of and ability to apply concepts of research, writing, and revising as well as comprehension of assigned texts. Quizzes will be evaluated via the auto-grading feature in the CMS and/or on paper using individual instructor corrections.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major skills as described in course content in alignment with learning objectives. This provides an equitable opportunity for all students. Exams will be submitted to the online grading system within the CMS. Exams will be graded, be evaluated based on accuracy and completeness and students will receive feedback within 2 weeks, via the grade book, chat, or other accessible conferencing tools.

Method

Class Participation

Integration

Discussions in class will be evaluated based on students' quantity and quality of participation. By engaging with each other, students will be able to understand the variety of perspectives we bring when we engage with a text. Collaboratively, students will analyze texts to understand how their context shape them. By working together, students will understand new perspectives and life experiences they may not be familiar with through open communication and sharing of experiences that may be different than their own. Grades and feedback will be provided on the CMS gradebook feature or on paper.

DE Adaptations for MOE

Discussion boards via the course management system will be evaluated based on the quantity and quality of participation and the students' ability to address prompts (when appropriate). Rubrics, written feedback, and/or audio-visual feedback may be used to assess student discussions, which will be provided through the grading feature on the CMS.

Method

Homework

Integration

Homework—such as but not limited to formative writing activities, reading logs, or citation exercises—on evidence integration, sentence style, editing and revision, MLA, and research, will be used to assess student formative writing, citation, and research skills, reading comprehension, and self-editing and revision practices. Homework will be turned in using the CMS assignments feature and/or on paper and evaluated for completion and adherence to instructions and feedback will be provided via the CMS or on paper.

DE Adaptations for MOE

Homework—such as but not limited to formative writing activities, reading logs, or citation exercises. Homework assignments will be posted in the CMS and evaluated for completion and adherence to instructions via rubrics, written feedback, and/or audio-visual. Feedback will be provided via the CMS within 2 weeks.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors enrichment assignments. The enrichment assignments will be assessed according to standards for English C1000 students in organization, content and mechanics first. In addition, honors students will be evaluated on the depth of original insight and analysis, types and utilization of sources, and skill in diction and syntax in the creation of effective written communication. Presentations will be evaluated for clarity and consistency of argument, use of research, and audio/visual presentation. Peer-reviews will be evaluated for thoughtfulness and quality of feedback.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Using the Student Annotation Tool in the CMS to annotate the transcript to “The Danger of a Single Story” with at least 5 comments. As you read, make connections to personal experience, the “Emotional Intelligence in the Workplace” article we previously read, or other current or historical events. In addition, look up at least one word or reference and define/explain it in your comments. Alternatively, annotate the transcript to “The Danger of a Single Story” with at least 5 comments using the linked Google Doc in the CMS. Respond to at least two other classmates to expand on or further discuss a connection they made.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

For each assigned reading, please come to class prepared for discussion with a document containing: a works cited page citation for the text; a brief summary of the text (4-5 sentences) in your own words; 3-5 important quotations that you could use in a paper; 2-3 discussion questions.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

For this evidence activity, you will demonstrate the ability to write four “quote sandwiches” with signal phrases, MLA formatted in-text citations, and an explanation clause or sentence after the quote that interprets, responds to, or analyzes the quote. Make sure to read the “quote sandwich” document before completing this assignment. For each quote, use a different verb in the signal phrase of the sentence: for example, The author relates vs. The author notes vs. The author illustrates. There is an Awesome Action Verb link in the Grammar Resource module that may help you choose verbs. Type the “quote sandwiches” below, save the document, and upload it in the CMS to submit. The four “quote sandwiches” must be pulled from Frederick Douglass’ “Learning to Read and Write” and Amy Tan’s “Mother Tongue” (two from each).

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Summary/Response (500-750 words) - For our first writing project, we will practice summarizing, paraphrasing, and responding to a text. This assignment will also be used to assess your understanding of MLA format and citation methods, which we will use throughout the whole term. You will summarize and paraphrase sections of one of the following articles in this paper. You may choose from the following articles: West and Tate’s “Howard University’s Removal of Classics Is a Spiritual Catastrophe,” Hogan and Carter’s “There’s No Classics ‘Catastrophe’ at Howard University,” Inskeep’s “Howard University’s Decision to Cut Classics Department Prompts an Outcry,” Ray and Gibbon’s “Why Are States Banning Critical Race Theory?”, Pendharkar’s “What the Federal ‘Don’t Say Gay’ Bill Actually Says,” or Volokh’s “Hamline University Lecturer ‘Is Fired Over a Medieval Painting of the Prophet Muhammad.” All of the above texts explain contemporary issues in education. Your thesis for this writing project will answer the following: To what extent do you agree or disagree with the author of one of the texts above and why?

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book

function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

At the beginning of Chapter 5, in *Braving the Wilderness*, Brené Brown quotes Harry G. Frankfurt's essay, "On Bullshit": "Someone who lies and someone who tells the truth are playing on opposite sides, so to speak, in the same game. Each responds to the facts as he understands them, although the response of the one is guided by the authority of the truth, while the response of the other defies that authority and refuses to meet its demands. The bullshitter ignores these demands altogether. He does not reject the authority of the truth, as the liar does, and oppose himself to it. He pays no attention to it at all. By virtue of this, bullshit is a greater enemy of the truth than lies are."

In a 4 to 5 page paper, consider what Frankfurt is saying, along with the readings we have done in this unit. Your paper should make an argument about why bullshit is more dangerous than lies (or, if you'd like, why it isn't). In your paper, you should address the way we interact with information today, thinking about how the information we receive is mediated. What is "truth" in today's age? How do we know what sources to trust? How can we be better consumers of information as well as better citizens? You should use these questions to help you get started but the goal of this paper is for you to synthesize a few different sources (you must use Brené Brown's chapter and chapters 2 and 3 from Lee McIntyre's *Post-Truth*) order to come up with an argument. You should also include at least two other sources either to support your point or as examples.

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Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Analyze the representation of an issue of mental health as portrayed in a feature film. You can select a mental illness (eating disorder, schizophrenia, or addiction, bipolar disorder) OR an issue that affects mental health (poverty, sexual violence, racism, family rejection). Research the issue of mental health to explain its causes, effects, and stigmas using scholarly and other credible sources. Compare your research findings with your film. Does this film exaggerate the issue or educate audiences about this issue? Ultimately, your essay should argue how the film further stigmatizes and/or destigmatizes an issue of mental health. Your essay should reach 5 pages (approx 1250 words) and integrate evidence from at least three scholarly sources and three additional credible and relevant sources to support your ideas.

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Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Reflecting on your learning is a powerful strategy to deepen your understanding as part of the process of life-long learning. This metacognitive timed final provides an opportunity for you to reflect on the writing skills and abilities you have developed over the semester. Using your previously completed Metacognitive Write-Ups for reference, please explain how your skills and writing ability have developed throughout the semester. In this reflection consider all the work that went into researching, interviewing, and writing your four essays. Consider detailing the things that worked best for you and the skills you still need to refine. Be specific and honest with your reflection.

How assignment will be adapted in online format

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Honors Assignments**Assignment**

Honor students will complete the regular course requirements as well as meeting with the instructor individually or as a group (if multiple honors students are enrolled) to discuss readings, research, paper ideas, and receive feedback for revision. Additionally, honors students will complete additional writing (1A or 1B) and an a supplement to the research project (2A, 2B, or 2C).

Required or Optional

Required

Assignment

1A. During the course of the semester three of the essays assigned to the regular class and one of the research papers assigned to the regular class will require an extension of reading, writing, and research for the Honors students. The total extensions of these assignments should total 2000 words. Instructors may assign additional readings of a full-length nonfiction book or novel (such as Michelle Alexander's *The New Jim Crow*, or Claudia Rankine's *Citizen*) that all assignments relate to or a series of essays (such as Foucault's "Panopticism," or Stuart Hall's "The Whites of Their Eyes"), depending on the instructor's emphasis for that Honors section, though students may read additional scholarly work and research in consultation with the instructor. The research paper will be a minimum of 2,000 words (excluding documentation) and include both primary and secondary research with the length and number of sources determined by the paper of the original class; the Honors paper should be at least 1000 words longer than the regular section research paper and incorporate research from double the number of sources compared to the regular section research paper.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

These assignments will require more extensive research and encourage students to find scholarly sources in order to examine topics and texts in greater depth and properly cite the student's primary and secondary sources.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students are encouraged to think about social issues reflexively and creatively in order to understand and address problems.

Assignment

1B. Honors students will write one additional research paper, a minimum of 2000 words (excluding documentation) and include primary as well as secondary research with at least 6 sources. This essay will select a current problem that a community that they care about is facing. They will do additional reading in consultation with the instructor and include at least 6 sources (at least 3 of which should be scholarly) to fully define the problem they are addressing and propose either a solution or explicate what underlying issues would need to be addressed in order to help mitigate that problem. For example students may weigh the impact of a person protesting against a specific identity group, addressing the limits and responsibilities of free speech and thinking through the potential impact on individuals' well-being and safety from that community.

Honors Core Values

Academic Rigor and Research

Engagement

Inclusivity

Leadership

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

This paper will require extensive academic research, evaluating sources to integrate into the research paper.

Justify how the assignment reflects the Engagement Core Value

This paper is civically minded asking students to think about a social justice topic that can have real world impacts.

Justify how the assignment reflects the Inclusivity Core Value

This paper encourages students to investigate issues relevant to their personal lives and historically marginalized in order to explore ways an issue impacts a variety of communities in order to contribute to social change.

Justify how the assignment reflects the Leadership Core Value

This paper asks students to take leadership in addressing real world problems.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students will think creatively in order to address a problem faced by society.

Assignment

2A. Honors students will prepare an abstract of their substantial research project as practice for academic conferences or article submission. These abstracts will be no more than 250 words, with a section listing 3 to 5 "keywords," and will be evaluated based on their ability to convey the key arguments of their project and give a general sense of their project with concision, clarity, and sophistication.

Honors Core Values

Academic Rigor and Research

Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

This assignment helps students be prepared to participate in the important academic convention of applying to conferences in order to share their work.

Justify how the assignment reflects the Engagement Core Value

This assignment helps students be prepared to engage in scholarly communities outside of their class and institution.

Assignment

2B. Honors students will present their research via conference style presentation to the class or in an external showcase. This presentation should adapt their substantial research project in to a 5 to 10 minute presentation that uses appropriate visuals and/or a slide deck to support their project. This assignment will be evaluated based on the student's ability to adapt their project to the format, including their clarity, concision, and accessibility.

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

This opportunity will allow honors students to share their research and promote the value of individual research to their classmates and/or campus community.

Justify how the assignment reflects the Engagement Core Value

This assignment helps to convey the work of the honors student to external communities, whether that be classmates who may not be honors students, or members of the campus community.

Assignment

2B. Honors students will adapt their research project into an infographic. This assignment will be evaluated based on the student's ability to adapt their project to the format, including their clarity, concision, and accessibility.

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

This opportunity will allow honors students to share their research and promote the value of individual research to their classmates and/or campus community.

Justify how the assignment reflects the Engagement Core Value

This assignment helps to convey the work of the honors student to external communities, whether that be classmates who may not be honors students, or members of the campus community.

Course Materials**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.

Example course texts include:

Graff, Gerald and Cathy Birkenstein. *They Say I Say*, 6th Edition (2024).
Goldthwaite, Melissa, Joseph Bizup, and Anne Fernald. *The Norton Reader*, 16th Edition (2024).
Bullock, Richard, Michal Brody, and Francine Weinberg. *Little Seagull Handbook*, 5th Edition (2024).

Open Educational Resources

Excelsior Online Writing Lab <https://owl.excelsior.edu/>

Class Size Information

Class Size

28

Class Size Category

E - Extensive writing 28

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course was revised to more explicitly include authors from diverse backgrounds and perspectives and to emphasize the lived experience of students and how they shape reactions to text and topics. The course includes more text modalities and genres to appeal to diverse learners as well as examples of high-interest contemporary writing topics. In addition, practice that encourage collaborative learning and leveraging student background knowledge have been make more explicit. The sample assignments are updated to address contemporary topics like mental health, controversies in education, and civil rights legislation.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course includes fewer required essays in alignment with state CID and to help students focus on fewer projects in more critical depth. The course now includes more specific formative instruction in reading strategies and writing scaffolding to increase practice in skills that are evaluated in summative assignments. There more opportunities for self-reflection to develop metacognitive skills including help-seeking behaviors, examining biases, and developing rhetorical strategies suitable to audiences relevant to students. Student-to-student interactions such as discussions, peer review, and collaborative projects support learning that begins with students' prior knowledge as a scaffold for unfamiliar concepts. The role of revision and support resources has been emphasized.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in a variety of collaborative activities such as break-out rooms, small group and whole group discussions. There will be frequent opportunities for students to engage in peer-to-peer discussions designed to foster community, build critical reading, and writing strategies. Peer-to-peer discussions are crucial for students to share and contrast prior knowledge, interpretations of texts, and experiences with class readings and topics. In addition, students may be asked to engage in peer writing workshops and/or metacognitive assessments of their writing processes to allow for instructor just-in-time support and clarification of instruction. Student-to-student interactions will occur using the course CMS discussion tools, student annotation tools, video or audio feedback tools, breakout rooms in video-conference software, and/or in-class engagement strategies. Individual or small group projects can be managed and evaluated using the CMS and produced using freely available third party platforms such as Google Docs, Microsoft OneDrive, Zoom, JamBoard, or Padlet. In addition, formative activities like peer reviews, collaborative quizzes, and poster projects encourage peer learning to build understanding and fluency and to form community.

Explain how the course will incorporate instructor-to-student interaction.

Instructor to student interaction will prioritize student engagement, understanding of topics discussed and create a classroom culture of care and validation. In asynchronous course offerings, instructors may post prerecorded video clips and lectures to provide additional context for students.

Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions. Additionally, various methods of engagement can include, but are not limited to: provide written/verbal feedback, facilitate whole class, peer to peer and small group discussions, send weekly announcements for communication, engage in online discussion boards or direct comments, provide language learner supports (student examples or example clarification questions), develop multimodal lectures, leverage and promote student visiting hours (office hours) for additional help, invite guest speakers, coordinate relevant field trips or experiential learning activities, offer tips and strategies for success (encouraging use of LRC/Writing Center, Library Peer Research Assistants, PALS tutors/workshops, Mental Health Services, Eagles Landing Services, etc.).

Explain how the course will incorporate student-to-content interaction.

The instructor will provide a variety of culturally relevant texts and media for learning. Students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student created or curated content. The instructor will primarily focus on encouraging students to annotate and perform close readings texts/media to develop reading and writings skills. The instructor will lead students in various exercises to help students comprehend the materials, including activities identifying student confusion, activities on annotations, activities pertaining to library research workshops or learning resource center services, etc.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Through verbal and written discussions, assignments, and allocated time for reflection and thinking, we ask students to pose questions about class readings and topics as well as how they approach their assignments and analysis. We ask them to reflect on their successes and challenges multiple times through the course (potentially after each writing assignment and at the end of the semester). Culturally relevant readings and media provide opportunities for students to see themselves in the curriculum and enable students to employ critical reading, thinking, collaborative, and composition skills in various ways beyond the English classroom.

Key: 1381