

ENGL 1000E: ACADEMIC READING AND WRITING

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2025
Credits:	5
Total Contact Hours:	90
Lecture Hours :	90
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	180
Total Student Learning Hours:	270
Prerequisite:	Placement as determined by the college's multiple measures assessment process.
District General Education:	A1. English Composition
Transferable to CSU:	Yes
Transferable to UC:	Yes - Approved
Grading Method:	Standard Letter

Catalog Course 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. This course includes embedded support. This college-level composition course includes emphasis on exposition and argument techniques. Extensive writing practice is based upon reading selections of culturally diverse fiction and non-fiction. Formerly ENGL 101E. 90 lecture hours.

Course Objectives

- Part 1: Objectives/Outcomes (Identical and Required):\n\nRead analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Part 2: Objectives/Outcomes\n\nWrite a multiple-paragraph deductive essay in response to a reading with the following components at a minimum level: logic, focus, organization, unity, coherence, and college-level sentence variety.
- Annotate, analyze, and evaluate reading selections of fiction and non fiction prose through the application of metacognitive reading strategies.
- Write a research paper demonstrating knowledge of source evaluation, research methods, and documentation.
- Demonstrate awareness of writing as a process by applying writing strategies for different purposes.

Major Course Content

Course Content: Part 1: Required Topics (Identical):

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.

Course Content: Part 2: Optional Expanded or Additional Topics (optional):

1. Instruction in Effective Essay Writing, including Exposition, Analysis, and Argument.
2. A minimum of three 1000-word analytical essays.
 - a. Formulating an original, argumentative thesis.
 - b. Developing an outline.
 - c. Composing a draft.
 - d. Revising to improve sentence variety, development, coherence, and unity.
 - e. Editing to correct errors in grammar and usage and citation.
 - f. Writing the final draft.
3. One research essay of 2000 to 3500-words, following MLA method of documentation, with secondary sources and a formal outline.
 - a. Attributes of the Outline:
 - i. One topic outline and one full sentence outline.
 - b. Research techniques should include the following:
 - i. Method for locating credible secondary sources from print and online sources.
 - ii. Procedure for annotating and evaluating the authenticity and relevancy of secondary sources.
 - iii. Systematic method for accurately recording research for primary sources, secondary sources, and student analysis.
 - iv. Technique for paraphrasing and integrating secondary sources into the essay.
 - c. Attributes of the research paper:
 - i. The paper must assert an original, argumentative thesis.
 - ii. The paper's minimum length should be 2,000 words, not counting the works cited page.
 - iii. A minimum of five and a maximum of eight secondary sources should be integrated into the paper.
 - iv. An effective use of direct quotations should be evident in the essay.
 - v. A mixture of direct quotations and paraphrases of secondary sources should be integrated into the essay.
 - vi. Apply MLA documentation guidelines.
 - vii. Submission to a plagiarism checking program.
4. Instruction in Reading for Critical and Analytical Responses.

- a. A variety of narrative fiction (short stories and/or a novel) and non fiction works (essays and/or a book-length text), which lend themselves to critical analysis.
- 5. Student Success Skills:
 - a. Acknowledging the complexities of academic reading and writing tasks and foster growth mindset in response to these challenges
 - b. Acknowledging and understanding academic policies and procedures to promote student responsibility
 - c. Preparing for the rigor of academic texts
 - d. Recognizing the value of and utilize student support services
 - i. Library and Learning Center
 - ii. Teacher office hours
 - iii. Disabled students programs and services
 - iv. Counselors
 - v. Computer labs
 - vi. Online learning platforms
 - vii. Embedded tutors
 - e. Adopting behavioral strategies for student success in a college-level course
 - i. Developing peer support networks
 - ii. Participating in peer study groups and/or mentoring
 - iii. Recognizing the need for collaboration to accomplish challenging college-level tasks
 - iv. Managing time wisely to complete homework
 - v. Understanding the importance of attendance for academic success
 - f. Develop metacognition about academic challenges
 - i. Engaging with faculty to determine success strategies
 - ii. Responding to interventions appropriately
 - iii. Developing awareness of the learning process to promote self-intervention

Suggested Reading Other Than Required Textbook

Critical essays.

Examples of Required Writing Assignments

Students complete a 2,000 to 3,500-word essay following MLA method of documentation, with secondary sources and a formal outline. The paper must assert an original, argumentative thesis.

Examples of Outside Assignments

Read and analyze critical secondary source materials.

Instruction Type(s)

Lecture, Online Education Lecture

IGETC Area 1: English Communication

1A. English Composition