

Glendale College
Course Outline of Record Report
04/01/2025

ENGLC1000H : Academic Reading and Writing - Honors

General Information

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Attachments:	EnglishC1000H_Part 2_Additions.docx EnglishC1000H_Template.pdf
Course Code (CB01) :	ENGLC1000H
Course Title (CB02) :	Academic Reading and Writing - Honors
Department:	ENGL
Proposal Start:	Fall 2025
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000610463
Curriculum Committee Approval Date:	11/27/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	09/01/2019
Course Description and Course Note:	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 is an honors course. Students also learn to position their ideas in relation to the ideas of others by developing skills in argumentation, source integration, analysis of evidence, information literacy, and citing according to academic conventions. Students generate original ideas through writing and revise their work according to audience expectations. The honors course will be enhanced in one or more of the following ways: 1. Accelerated standards of reading levels, emphasizing primary sources. 2. Accelerated standards of critical thinking including critical writing and problem-centered research. Note: This course was previously ENGL 101H.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	No value
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">English
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Alternate Discipline: No value

Alternate Discipline: No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade Only

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

GE Status A2, A3, 1A, 1B

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area

1A-English Composition

Area

English
Composition

Status

Approved

Approval Date

09/05/2001

Comparable Course

No Comparable Course defined.

CSU GE-Breadth Area

A2-Written Communication

Area

Written
Communication

Status

Approved

Approval Date

09/05/2001

Comparable Course

No Comparable Course defined.

C-ID

ENGL

Area

English

Status

Approved

Approval Date

08/29/2022

Comparable Course

ENGL 100

Units and Hours

Summary

Minimum Credit Units (CB07) 4

Maximum Credit Units (CB06) 4

Total Course In-Class (Contact) Hours 72

Total Course Out-of-Class Hours 144

Total Student Learning Hours 216

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 0

Course In-Class (Contact) Hours

Lecture 72

Laboratory 0

Studio 0

Total 72

Course Out-of-Class Hours

Lecture 144

Laboratory 0

Studio 0

Total 144

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Prerequisite

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

Entry Standards

Entry Standards

Description

No value

No value

Course Limitations

Cross Listed or Equivalent Course

Description

ENGL 101

(previous equivalent course)

ENGL 101+

(previous equivalent course)

ENGL 101H

(previous course)

ENGL C1000

No Value

ENGL C1000E

No Value

Specifications

Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Collaborative Learning

Out of Class Assignments

- Essays that incorporate research (e.g. a question-driven, two-thousand word research paper which incorporates six sources, including scholarly articles)
- Essays that respond, explain, analyze, argue, and/or evaluate
- Reading journals/responses
- Rough drafts of essays
- Annotated bibliography
- Documented research paper
- Students will write a minimum of 6,000 words of formal writing incorporating a variety of rhetorical strategies
- Writing projects will require students to use analytical reading and thinking strategies to compose texts that respond to a variety of rhetorical contexts and incorporate college-level research
- Primarily, students will compose academic essays
- Reading journals/responses
- Prewriting/outlining
- Rough drafts of essays
- Annotated bibliography
- Multimodal writing projects (e.g. make a case that your neighborhood should be included in a tour of Los Angeles, using text, images, and song lyrics)

Methods of Evaluation

Rationale

Activity (answering journal prompt, group activity)

Textual response and other writing assignments

Presentation (group or individual)

Group or individual presentations

Other

Class participation in peer review, and collaborative work

Exam/Quiz/Test

Essay examinations (both in and out of class)

Project/Portfolio

Portfolios

Writing Assignment

Research

Other

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.

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Richard Bullock, et. al.	The Little Seagull Handbook		2016	393602648
Stuart Greene	From Inquiry to Academic Writing: A Practical Guide	Macmillan	2018	1319071244
David Rosenwasser	Writing Analytically	Wadsworth	2018	72469315
Hacker, Diana	Rules for Writers	Bedford/St. Martin's	2016	1319083498

Other Instructional Materials (i.e. OER, handouts)

Description	Writing at GCC: An Open Source Writing Handbook
Author	Glendale Community College English Faculty
Citation	No value
Online Resource(s)	No value

Learning Outcomes

Course Objectives

Part 1: Objectives

Read 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

Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.

Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

SLOs

Critically read materials from a variety of perspectives in order to identify arguments and develop analytical response based on textual evidence

Expected Outcome Performance: 70.0

ILOs
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.

ENGL
Creative Writing Demonstrate creative and critical thinking as it applies to writing and reading.

ENGL
English: Creative Writing A.A. Degree Major analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon

ILOs
General Education critically read materials from a variety of perspectives in order to draw logical interpretive conclusions based on textual evidence;

Write and revise thesis-driven essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate to the academic context, including appropriate use of sources, evidence, tone, style, and semantics Expected Outcome Performance: 70.0

ILOs
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.

ENGL
Creative Writing Demonstrate increased knowledge the principles of Creative Writing.

ILOs
General Education write thesis-based essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate to the academic context, and that incorporate appropriate tone, style, evidence, and semantics

Prepare and revise writing projects that select, evaluate, synthesize, and apply sources material gathered through academic research methods, employing quotation, paraphrase, summary, and analysis as effective means of support and development of the writer's ideas, cited and formatted according to academic conventions Expected Outcome Performance: 70.0

ILOs
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.

ENGL
Creative Writing Demonstrate increased knowledge the principles of Creative Writing.

ILOs
General Education prepare an essay organizing, synthesizing, evaluating, and applying research materials, employing quotation, paraphrase, and summary as effective means of support and using proper documentation and format

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Part 1: Required Topics

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms

Exhibit acceptable college-level control of mechanics, organization, development, and coherence

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions

Compose a minimum of 5,000 words of formal writing across major assignments

Part 2: Additional Topics

Analytical Reading

- Annotation strategies
- Close reading of diverse texts from a variety of perspectives
- Analyzing purpose, audience, context, and overall composition

Research Methods

- Using the library
- Scholarly databases and search engines
- Determining scale and scope of research
- Generating strong research questions
- Vetting, evaluating, and annotating sources
- Using sources ethically
- Primary and secondary sources
- MLA and/or APA style citations (in-text and works cited)

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No Value

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No Value

What term(s) will this course be offered?

No Value

Will any additional resources be needed for this course? (Click all that apply)

No Value

If additional resources are needed, add a brief description and cost in the box provided.

No Value

Resources

Did you contact your departmental library liaison?

No Value

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No Value

Were there any DEIA changes made to this outline?

No Value

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

No Value

If additional resources are needed, add a brief description and cost in the box provided.

No Value