



## Background

- This CCN Course Template was developed by English discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID ENGL 100 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor's Office: August 15, 2024
- Template was modified by CCN in late September. Content was not altered.

## Phase I CCN TEMPLATE

<b>Subject:</b> English	<b>Subject Code:</b> ENGL
<b>Proposed Course Number</b> (Identical): C1000H	
<b>Proposed Course Specialty Identifier</b> (if applicable):	
<b>Course Title</b> (Identical): Academic Reading and Writing - Honors	
<b>Catalog/Course Description</b> (Identical):  <b>Part 1:</b> (Identical and Required): 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.  <b>Part 2:</b> (Optional Expanded Description, Local College Discretion):	



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Date: 9-27-2024

<i>This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.</i>	
<b>Cal-GETC</b> <ul style="list-style-type: none"><li>• Yes</li><li>• No</li></ul>	<b>Cal-GETC Area</b> Area 1A recommended
<b>Major Preparation:</b> <ul style="list-style-type: none"><li>• Yes</li><li>• No</li></ul>	<b>List Possible Relevant Majors</b> - This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.
<b>UCTCA:</b> <ul style="list-style-type: none"><li>• Yes</li><li>• No</li></ul>	
<b>Minimum Unit Threshold   Semester 3.0</b> Unit amounts must adhere to the established threshold minimum. Units for this course may be any combination of lecture/lab to meet student needs.	
<i>Any Rationale or Comment:</i>	
<b>Prerequisites</b> (Identical): Placement as determined by the college's multiple measures assessment process	
<b>Co-Requisites</b> (Identical):	
<b>Other Limitations on Enrollment</b> (Determined locally):	



**Advisories/Recommended Preparation** (Determined locally):

**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.

**Part 2:** *Optional Expanded or Additional Topics (optional):*

*Colleges can include information on topics that are different from the non-Honors course if applicable*

**Laboratory Activities:** (if applicable)

**Course Objectives** (Identical and Required):

**Part 1:** Objectives/Outcomes (Identical and Required):

*At the completion of this course, the student should be able to* (Identical and Required):

1. Read analytically to understand and respond to diverse academic texts.



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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.

**Part 2: Optional objectives/outcomes:**

*This will be submitted to the Chancellor's Office Curriculum Inventory via PDF with further instructions to come. Colleges can include information on objectives/outcomes that are different from the non-Honors course if applicable.*

**Part 2: After this course, the student should be able to (Optional):**

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Methods of Evaluation:**

**Part 1:** 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.

**Part 2: List Methods of Evaluation (Optional):**

*Colleges can include information on methods of evaluation that are different from the non-Honors course if applicable*

*This will be submitted to the Chancellor's Office Curriculum Inventory via PDF with further instructions to come.*

**Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:**

**Part 1:** An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.



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A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

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.

**Part 2:** *List Sample Textbooks, Manuals, or Other Support Materials (optional):*

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come. Colleges can include information on textbooks that are different from the non-Honors course if applicable.*

**Date Approved:** August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC, and independent colleges and universities and advisory input from segment articulation officers and transfer experts.