

**SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES**

English

Revision Date: 01-01-21

[Syllabus Statements](#)

I. CATALOG DESCRIPTION

Course Number: ENGL0985
Course Title: Intermediate College Reading/Writing
Prerequisite(s): Grade of "C" or higher in ENGL0950, ENGL0960 or appropriate placement score.

Catalog Description: This developmental English course covers skills required in college-level composition. As such, this course employs an integrated reading-writing model that uses book-length readings and writing exercises that emphasize critical thinking. (*NOTE: Credit is institutional credit and does not apply toward graduation or for transfer.*)

Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Give students practice in learning to read for meanings and strategies.
- B. Develop students' summarizing and paraphrasing skills.
- C. Provide opportunities for students to write short essays with attention to clarity, unity and purpose, and with a feel for the reader's needs.
- D. Introduce students to different rhetorical strategies, such as description, persuasion, analysis, narrative, definition, and compare/contrast, for developing essays, and specific purposes, strategies, such as introduction, body and conclusion, for developing paragraphs and essays with appropriate transitions.
- E. Give students practice in writing fundamentally sound sentences, with attention to the elements of grammar, and how to use a grammar book as a reference/resource for accepted standards.
- F. Introduce students to the use of MLA style to cite sources in-text and on a Works Cited page.
- G. Prepare students to be successful in ENGL1010 Composition I.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

- A. Student Learning Outcomes: *Student will be able to:*
 - 1. Demonstrate active reading habits that effectively use textual annotation;
 - 2. Show evidence in class discussion and compositions competence in
 - a. summarizing accurately and critically examining book-length works from a range of academic contexts and cultural backgrounds;
 - b. demonstrating how ideas under discussion are related and how they relate to the student's own experience.
 - 3. Understand and apply the processes of writing a successful composition.
 - 4. Evaluate the audience and purpose for their writings and create compositions that target those goals.
 - 5. Apply revision/editing skills.
 - 6. Apply specific formatting and presentation skills with papers.
 - 7. Create effectively organized short essays.

9. Understand what plagiarism is and how to avoid it in their own writing.
- B. General Education Learning Outcomes**
1. GELO #2: Written Communication
 - Outcome: Comprehend, analyze, and evaluate a given text.
 - Outcome: Develop a focused thesis statement and write with a clear purpose, using relevant examples, claims, and evidence.
 - Outcome: Use content and style appropriate to a given audience.
 2. GELO #3: Critical Thinking
 - Outcome: Collect, identify, interpret and analyze data.
 - Outcome: Synthesize information to arrive at reasoned solutions to problems.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- A. Skills diagnosis
- B. Active reading strategies
- C. Journal writing
- D. Prewriting strategies
- E. Fragments/run-ons
- F. Writing to grammar standards
- G. Effective use of language
- H. Sentences and paragraphs
- I. Thesis, topic sentence, conclusion
- J. Revision, proofreading, peer response
- K. Introduction to integration of outside source material/documentation/research
- L. In-class essay

V. INSTRUCTIONAL MATERIALS

- A. Required Text(s):**
1. Bullock, Richard H, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook 3e paperback*. ISBN: 78-0-393-60263-0.
 2. One reading source of instructor's choice from the following:
 - a. Turkle, Sherry. *Reclaiming Conversation: The Power of Talk in a Digital Age*. Penguin Press, 2015. ISBN-10: 0143109790.
 - b. Harari, Yuval N. *Lessons for the 21st Century*. First edition, Spiegel & Grau, 2018. ISBN-10: 0525512195.
 - c. Moore, Kate. *The Radium Girls: The Dark Story of America's Shining Women*. 2018. ISBN-10: 1492650951.
- B. Other resources:**
1. Supplemental handouts
 2. Videos
 3. Internet sites, and/or computer software supplied by Instructor

Students, see your instructor's Course Information document to see what texts are required for your section.

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following:**
1. Lecturing
 2. Small and large group discussion
 3. Collaborative projects

4. Peer response groups
5. Journaling
6. Conferencing
7. Computer-aided instruction
8. Interactive elements/methods

VII. METHODS OF EVALUATION

- A.** Methods of evaluation typically include a combination of the following:
1. 4-5 short (2-4 page), polished essays for a total of approx. 15 polished pages (50-60%)
 2. Journals/Informal Writings (approx. 20 pages) (5-15%)
 3. Exercises, in-class assignments, misc. homework assignments, participation (5-20%)
 4. Diagnostic Exam (not weighted)
 5. Final In-Class Essay Exam 5%
- B. SCC GRADING SCALE**
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|----|--------|----|-------|---|------------|
| A+ | 95-100 | C+ | 75-79 | F | 59 or less |
| A | 90-94 | C | 70-74 | | |
| B+ | 85-89 | D+ | 65-69 | | |
| B | 80-84 | D | 60-64 | | |

VIII. SPECIFIC COURSE REQUIREMENTS

- A.** In order to receive a passing grade, students must complete sufficient work of sufficient quality assigned by their instructors in order to earn a final grade of 60% or higher; however, a grade of 70% (C) or better is required as a prerequisite for ENGL1010/ENGL1015.
- B.** Instructors will distribute and discuss their specific course policies and requirements with their students at the beginning and during the term.