

**SOUTHEAST COMMUNITY COLLEGE
ARTS AND SCIENCES DIVISION**

English

Revision Date: 07-01-23

[Syllabus Statements](#)

I. CATALOG DESCRIPTION

Course Number: ENGL0960
Course Title: Beginning College Reading and Writing
Prerequisite(s): Appropriate placement score
Catalog Description: Within the context of their own writing and the reading of a book, students in this English course will develop skills necessary for college-level coursework, including comprehension of complex texts and written expression. (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. Familiarize students with reading, writing, and critical thinking processes and skills utilized in college-level courses.
- B. Improve students' reading skills with sustained practice and with explicit modeling of engaging a book-length text.
- C. Have a growing understanding of their own writing voice, style, and strengths.
- D. Demonstrate confidence in their writing through frequent drafts.
- E. Give students ongoing feedback to frequent and routine practice in developing effective sentences and paragraphs within the context of student writing and in response to academic texts.
- F. Provide scaffolded individual and collaborative practice in learning the process of writing, evaluating ideas; using correct grammar and mechanics in sentences within the context of student writing; and integrating thinking, reading and writing.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

- A. Student Learning Outcomes: *Student will be able to:*
 - 1. Use pre-reading techniques to facilitate understanding of texts, including
 - a. Access background knowledge in the subject area;
 - b. Establish own purpose for reading the material;
 - c. Assess the difficulty of the text, including vocabulary, sentence structure, and concepts and make a plan for approaching it;
 - d. Establish outcomes for the reading material prior to reading, for instance, forming appropriate questions and using structural cues about how the textbook or essay is organized;
 - 2. Take charge of reading by applying strategies to unlock the meaning from texts, including the following:
 - a. Identify passages that are causing comprehension difficulty;
 - b. Develop strategies to work through difficult passages;
 - c. Identify personal connections to ideas and experiences;
 - d. Understand such text features, such as structure, transitions, captions, graphs, charts;
 - 3. Read actively and critically, effectively use textual annotation, and generate questions;
 - 4. Distinguish fact from opinion;
 - 5. Identify and discuss abstract concepts found in readings;

6. Synthesize ideas and information to develop personal viewpoints on a topic;
 7. Organize ideas clearly and effectively in writing short essays;
 8. Support each point with adequate and varied evidence;
 9. Detect and correct major mechanical and grammatical errors, especially the following:
 - a. Run-ons
 - b. Fragments
 - c. Spelling errors
 - d. Commas
 10. Understand how time management is part of the writing and reading process.
- 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.
 2. GELO #3: Critical Thinking
Outcome: Collect, identify, interpret and analyze data.

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

- A. Processes for Critical Reading: annotating, summarizing, outlining, journaling, note-taking.
- B. Reading and Writing for Main Ideas, Supporting Details, Logical Relationships, Connections.
- C. Processes for Writing: generating ideas, drafting, peer/tutor review, revision, and editing.
- D. Editing for improved sentence structure: Writing complete sentences, composing run-on free sentences, recognizing sentence-level errors, using correct punctuation.
- E. Demonstrating through reflection an awareness of writing, reading, and learning experiences

V. INSTRUCTIONAL MATERIALS

- A. Required Texts:
 1. Bullock, Richard H, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook 3e paperback*. ISBN: 78-0-393-60263-0.
 2. One reading resource of instructor's choice from the following:
 - a. Grant, Adam M. *Think Again: The Power of Knowing What You Don't Know*. Viking, 2021. ISBN-10: 0593395786.
 - b. Lubrano, Alfred. *Limbo: Blue-Collar Roots, White-Collar Dreams*. Wiley, 2010. ISBN-10: 0471714399.
 - c. Pang, Camilla. *An Outsider's Guide to Humans: What Science Taught Me about What We Do and Who We Are*. Penguin, 2021. ISBN-10: 1984881655.
 - d. Murphy, Kate. *You're Not Listening: What You're Missing and Why It Matters*. Celadon Books, 2021. ISBN-10: 1250779871.
- B. Other Resources:
 1. Academic Skills software (access information will be provided by instructor)
 2. Scholarly and critical articles, supplemental handouts, videos, internet sites, institutional publications, and/or computer software supplied by instructor.

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following:
 1. Lecture/Discussion
 2. Conferencing
 3. Recorded presentations, guest speakers, and internet-aided instruction
 4. Assigned readings
 5. Interactive activities, small and large group discussions, observations, peer collaboration
 6. Journals, summaries, outlines, notes, and reports

7. Oral presentations and peer review
8. Quizzes/exams
9. Academic skills software programs and resources

VII. METHODS OF EVALUATION

- A.** Methods of evaluation typically include a combination of the following:
1. Skills Development Activities – 20%
These may include diagnostic activities, practice exercises, preparation for and participation in in-class activities, reflections on learning experiences, quizzes, and group work (discussions, collaborative projects, etc.).
 2. Skills Practice Activities – 40%
These may include reading and vocabulary journals, tests, reflections, summaries, reading responses, and essays.
 3. Skills Mastery: Final Reading and Writing Portfolio – 35%
Oral and written evidence highlighting reading and writing assignment and activities that demonstrate mastery of student learning outcomes.
 4. Skills Mastery: Final Exam – 5%
The final exam will be an in-class essay based upon an assigned reading that assesses mastery of the student learning outcomes outlined on the course syllabus.
- B.** SCC STANDARD GRADING SCALE POLICY:
- | | | | | | |
|----|--------|----|-------|---|------------|
| 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.** To receive a passing grade for the course (C or higher), students must meet all attendance and course requirements.
- B.** Instructors will distribute and discuss their specific course policies and requirements with their students at the beginning and during the term.
- C.** Students must have access to a reliable internet connection.