

**SOUTHEAST COMMUNITY COLLEGE
ARTS AND SCIENCES DIVISION**

English

Revision Date: 07-01-24

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 5e paperback*. ISBN: 978-1-324-06000-0.
 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.