

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

English

Revision Date: 07-01-24

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 active reading skills.
- 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.** Help students develop 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 sentences with attention to clarity and how to use grammar resources
- F.** Introduce students to the use of MLA style formatting and 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 effective, organized short essays.
 - 9.** Understand the basics of plagiarism and how to avoid it in their own writing.
 - 10.** Demonstrate critical thinking through writing.
 - 11.** 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.
 - 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.** Writing to grammar standards
- F.** Effective use of language
- G.** Thesis, topic sentence, conclusion
- H.** Revision, proofreading, peer response
- I.** Introduction to integration of outside source material/documentation/research
- J.** In-class essay

V. INSTRUCTIONAL MATERIALS

- A.** Required Text(s):
 - 1.** Bullock, Richard H, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook 5e paperback*. ISBN: 978-1-324-06000-0.
 - 2.** One reading source of instructor's choice from the following:
 - a.** Mask, Deirdre. *The Address Book: What Street Addresses Reveal about Identity, Race, Wealth, and Power*. First St. Martin's Griffin edition, St. Martin's Griffin, 2021. ISBN-10: 125013479X.
 - b.** Ford, Richard T. *Dress Codes: How the Laws of Fashion Made History*. Simon & Schuster, 2021. ISBN-10: 1501180088.
 - c.** Barber, Dan. *The Third Plate: Field Notes on the Future of Food*. The Penguin Press, 2014. ISBN-10: 0143127152.
 - d.** Wong, Alice. *Year of the Tiger: An Activist's Life*. Vintage Books, a division of Penguin Random House LLC, 2022. ISBN-10: 0593315391.
- 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

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.