

COURSE SYLLABUS



Education That Works For a Lifetime

Course Title:	Integrated Reading and Writing I	Date submitted:	September 2011 (11-65)	
Department:	Academic Strategies			
Curriculum:	Writing/Reading			
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ENG*065	Prerequisites:	
	Course Type:	L	Placement Test score	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio	Credit Hours:	6	Corequisites:
	Developmental: (yes/no)	Lecture:	Yes	None
	Contact Hours:	Clinical:	6	
	Contact Hours:	Lab:	0	
Contact Hours:	Studio	0		
Contact Hours:	Other:	0		
Contact Hours:	TOTAL:	6	Other Requirements:	
Class Maximum:	Class Maximum:	20	None	
Semesters Offered:	Semesters Offered:	F/S/Su		
Ability-Based Education (ABE) Statement:	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
Catalog Course Description:	Prepares students for basic critical reading, writing, and academic strategies necessary for success in college. Begins to prepare students for the rigors of college level work required across the disciplines. Students focus on understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts serve as inspiration, models, and evidence for students' own writing. Students write exposition, interpretation/analysis, and argumentation essays. Students learn and practice specific study skills and strategies through reading, writing, class discussions, lectures, group presentations, and workshops. This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation.			
Topical Outline: List course content in outline format.	<ol style="list-style-type: none"> 1. Use Academic Practices and Strategies <ol style="list-style-type: none"> A. Create Attainable Goals <ol style="list-style-type: none"> 1) Develop Realistic Expectations of College 2) Develop Personal Mission <ol style="list-style-type: none"> a. Identify how personal values, beliefs, and behaviors support mission b. Understand the kinds of thinking required to meet mission <ol style="list-style-type: none"> i. Analytical ii. Creative iii. Practical c. Breakdown mission to smaller, achievable goals <ol style="list-style-type: none"> i. Decide each day, week, semester, and year how to support goals 			

- B. College Expectations
 - 1) Learn Independently
 - a. Use individual learning style(s) and develop others
 - b. Use learning strategies in and out of the classroom
 - c. Use study strategies to prepare for classwork
 - 2) Manage Priorities
 - 3) Read College Level Texts
 - a. Questioning texts
 - b. Responding to texts
 - 4) Take Accurate Notes
 - a. From textbook
 - b. From lecture
 - 5) Make Use of College Resources
 - a. Academic Support Center
 - b. Library
 - c. Academic advising
 - d. Student Government Association activities
 - C. Assessment Strategies
 - 1) Prepare for Assessment Situations
 - 2) Prepare for Essay Tests
 - 3) Manage Anxiety
2. Read Simple to Moderately Complex Texts Critically
 - A. Reading Process
 - 1) Use Pre-Reading Strategies
 - 2) Apply Prior Knowledge
 - 3) Annotate Texts
 - 4) Question Texts
 - 5) Respond to Texts
 - B. Text Structure
 - 1) Recognize Writer's Perspective. Writer's Purpose, Writer's Audience, and Writer's Bias
 - 2) Recognize Main Idea and Supporting Details
 - 3) Infer Vocabulary Definitions from Context
 - 4) Utilize Traditional and Online Vocabulary Resources
 3. Demonstrate Critical Thinking
 - A. Write Responses to Texts
 - B. Participate in Discussions about Texts
 - C. Synthesize
 - 1) Make connections between life experiences and texts
 - 2) Make connections between texts
 - D. Write Summaries
 - E. Use Basic Information Literacy
 4. Write Brief, Effective, Thesis-Driven, Text-Based Essays
 - A. The Writing Process
 - 1) Generate Ideas & Plan Organization
 - 2) Draft
 - 3) Use Revision Strategies
 - 4) Use Editing Strategies
 - 5) Employ In-Class Timed Writing Strategies
 - B. Essay Structure
 - 1) Create Sound Introduction
 - a. Hook
 - b. Thesis
 - 2) Create Sound Body Paragraphs
 - a. Topic Sentence
 - b. Sound Reasoning
 - c. Adequate Supporting Evidence
 - (1) Integration of Text
 - (2) Direct Quotation
 - (3) Summary

	<ul style="list-style-type: none"> (4) Paraphrase 3) Create Sound Conclusion 4) Use Basic Technological Literacy <ul style="list-style-type: none"> a. Use of Basic MSWord Functions b. Consistent Use of MLA Manuscript Style 5) Create Effective Sentences: Grammar, Syntax, Punctuation, Mechanics, and Vocabulary <p>5. Reflect on Learning Process and Acquisition of Abilities</p> <ul style="list-style-type: none"> A. Metatext B. Self-Assessment
	<p>COURSE:</p> <ul style="list-style-type: none"> 1. Use academic practices and strategies 2. Read simple to moderately complex texts critically 3. Demonstrate critical thinking 4. Write brief, effective, thesis-driven, text-based essays 5. Reflect on learning of academic practices and strategies as well as acquisition of abilities <p>PROGRAM: N/A</p> <p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <ul style="list-style-type: none"> 1. Students do a minimum of three (3) major thesis-driven, text-based essays, for a total of at least eight (8) pages in MLA format. 2. Other assignments can take the form of proof of engagement in academic practices as well as tests, quizzes, presentations, and/or projects. 3. Final assessment is based on a reading and writing portfolio of the students' best work that demonstrates acquisition of Course Abilities 2 through 5. Check with department chair for current portfolio requirements. <p>Portfolio contents are assessed by the department portfolio rubric.</p>
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equip-ment, supplies, facilities) required and desired to teach this course.</p>	<p>Dedicated Academic Strategies Computer Writing Lab desired</p>
<p>Textbook(s)</p>	<p>Check with department chair for list of departmentally approved texts.</p>