

# COURSE SYLLABUS

<b>Course Title:</b>	Integrated Reading and Writing II		<b>Date submitted:</b>	Nov. 2009 (09-88)	
<b>Department:</b>	Academic Strategies				
<b>Curriculum:</b>	Writing/Reading				
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	ENG*075	<b>Prerequisites:</b>		
	<b>Course Type:</b>	L	C or better in Integrated Reading and Writing I (ENG*065); OR placement test score; OR permission of department chair.		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio				
	<b>Elective Type:</b>	N/A			
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science				
	<b>Credit Hours:</b>	6	<b>Corequisites:</b>		
	<b>Developmental:</b> (yes/no)	Yes	None		
	6	3			
	0	0			
	<b>Contact Hours:</b>	0			
0	0				
0	0				
6	3	<b>Other Requirements:</b>			
<b>Class Maximum:</b>	20	None			
<b>Semesters Offered:</b>	F/S				
<b>Ability Based Education (ABE) Statement</b>	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.				
<b>Catalog Course Description:</b>	Prepares students for the reading and writing demands in Composition and other college level courses. Students strengthen the critical reading and writing strategies required across the disciplines. Students focus on understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation.				
<b>Topical Outline:</b> List course content in outline format.	<ol style="list-style-type: none"> <li>1. Read Moderately Complex Texts Critically.             <ol style="list-style-type: none"> <li>A. Reading Process                 <ol style="list-style-type: none"> <li>1) Pre-reading Strategies</li> <li>2) Applying Prior Knowledge</li> <li>3) Annotating Texts</li> <li>4) Questioning Texts</li> </ol> </li> </ol> </li> </ol>				

- 5) Responding to Texts
- B. Text Structure
  - 1) Recognizing Writer's Perspective
  - 2) Writer's Purpose
  - 3) Writer's Audience
  - 4) Writer's Bias
  - 5) Recognizing Main Idea and Supporting Details
  - 6) Inferring Vocabulary Definitions from Context
  - 7) Utilizing Traditional and Online Vocabulary Resources
- 2. Demonstrate Critical Thinking
  - A. Writing Responses to Texts
  - B. Participating in Discussions about Texts
  - C. Synthesis
    - 1) Making connections between life experiences and texts
    - 2) Making connections between/among texts
  - D. Summary Writing
  - E. Introduction To Information Literacy
- 3. Write Effective Thesis-Driven, Text-Based Essays
  - A. The Writing Process
    - 1) Idea Generating & Planning
    - 2) Drafting
    - 3) Revising Strategies
    - 4) Editing Strategies
    - 5) In-class timed writing strategies
  - B. Essay Structure
    - 1) Introduction
      - a. Hook
      - b. Thesis
    - 2) Creating Strong Body Paragraphs
      - a. Topic Sentence
      - b. Sound Reasoning
      - c. Adequate Supporting Evidence
        - (1) Integration of Text
        - (2) Direct Quotation
        - (3) Summary
        - (4) Paraphrase
    - 3) Conclusion
    - 4) Introduction to Technological Literacy
      - a. Use of Basic MSWord Functions
      - b. Consistent Use of MLA Manuscript Style
    - 5) Sentence Effectiveness: Grammar, Syntax, Punctuation, Mechanics, and Vocabulary
- 4. Reflect On Learning Process and Acquisition Of Abilities
  - A. Metatext
  - B. Self-Assessment

**Outcomes:**  
Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

**Upon successful completion of this course, the student will be able to do the following:**  
**COURSE:**

1. read moderately complex texts critically
2. demonstrate critical thinking
3. write effective thesis-driven, text-based essays
4. reflect on learning process and acquisition of abilities

**PROGRAM:** *(Numbering reflects Program Outcomes as they appear in the college catalog)*  
N/A

	<p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students will do a minimum of three (3) major thesis-driven, text-based writing assignments, for a total of at least nine (9) pages in MLA format.</li> <li>2. Other assignments can take the form of tests, quizzes, presentations, or projects.</li> <li>3. Final assessment is based on a reading and writing portfolio of the students' best work that demonstrates mastery of course abilities. Check with department chair for current portfolio requirements.</li> </ol> <p>Portfolio contents will be measured by the department portfolio rubric.</p>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: None</p> <p>Desired: Dedicated Academic Strategies Computer Writing Lab</p>
<p><b>Textbook(s)</b></p>	<p>Check with department chair for list of departmentally approved texts.</p>