# COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Introduction to College Reading &amp; Writing</th>
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<tr>
<td>Department:</td>
<td>Academic Strategies</td>
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<tr>
<td>Curriculum:</td>
<td>Writing/Reading</td>
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<tr>
<td>Date submitted:</td>
<td>Nov. 2016 (AAC: 16-59)</td>
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**Course Code:** ENG-093

**Course Type:** L

**Elective Type:** N/A

**Prequisites:** Placement test score OR permission of department chair

**Corequisites:** None

**Other Requirements:** None

**Semesters Offered:** All

**Class Maximum:** 18

**Contact Hours:**
- Lecture: 3
- Lab: 0
- Studio: 0
- Other: 0
- TOTAL: 3

**Credit Hours:**
- Developmental: (yes/no)
- Yes

**Topical Outline**

1. Respond to Rhetorical Situations
   - Use appropriate language, analysis of texts, and development of ideas to demonstrate an awareness of audience and purpose

2. Use Texts
   - Read expository and argumentative whole texts

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**Catalog Course Description:**
A concentrated course that 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.

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**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.
B. Employ effective annotation skills
C. Accurately identify the main idea and supporting points of a text
D. Use the reading process to differentiate between supporting points, evidence, and reasoning in a text
E. Formulate a close response to the author's main idea
F. Read with accurate comprehension
G. Write accurate summaries and paraphrases
H. Evaluate information in texts for accuracy, validity, and relevance
I. Integrate summaries, paraphrases, and direct quotes into essays to achieve rhetorical purpose

3. Craft Logical Arguments
   A. Compose unified, coherent, and fully developed paragraphs to support a thesis in an essay
   B. Present an argument that uses basic organizational and transitional strategies

4. Apply Language Conventions
   A. Use language that demonstrates reasonable control of Standard English and language conventions
   B. Use basic MLA citation style
   C. Employ strategies to avoid plagiarism

5. Formulate Effective Writing Strategies
   A. By the end of the semester, write at least one thesis-driven, text-based 900-1200 word essay (beyond the 5-paragraph model)
   B. Write expository and persuasive essays relevant to the assignment
   C. Use the writing process to develop, organize, and refine ideas
   D. Develop thesis-driven essays with a clear, single focus and supporting points

6. Reflect on the Learning Process and Acquisition of Abilities
   A. Metatext
   B. Self-Assessment

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

**Course Abilities**

- Respond to rhetorical situations
- Use texts
- Craft logical arguments
- Apply language conventions
- Formulate effective writing strategies
- Reflect on the learning process and acquisition of abilities

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

None

**GENERAL EDUCATION:** (Numbering reflects General Education Outcomes as they appear in the college catalog)

None

**Assessment will be based on the following criteria:**

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
2. Other assignments can take the form of tests, quizzes, presentations or projects
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.
<table>
<thead>
<tr>
<th><strong>Instructional Resources:</strong></th>
<th><strong>Required:</strong></th>
<th>[No special facilities are required. Or list what is required.]</th>
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</thead>
<tbody>
<tr>
<td>List library (e.g. books, journals, online resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course</td>
<td><strong>Desired:</strong></td>
<td>Dedicated Academic Strategies Computer Writing Lab</td>
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| **Textbook(s)** | Check with department chair for list of departmentally approved texts. |