

# COURSE SYLLABUS



<b>Course Title:</b>	Introduction to College Reading & Writing		<b>Date submitted:</b> Nov. 2016 (AAC: 16-59)
<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*-093	<b>Prerequisites:</b> Placement test score OR permission of department chair
	<b>Course Type:</b>	L	
	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	<b>Corequisites:</b>  Recommended: <b>First Year Experience (CSS-101) First Year Experience</b>
	<b>Credit Hours:</b>	3	
	<b>Developmental:</b> (yes/no)	Yes	
	<b>Lecture:</b>	3	
	<b>Clinical:</b>	0	
	<b>Lab:</b>	0	
	<b>Studio:</b>	0	
<b>Other:</b>	0		
<b>TOTAL:</b>			
<b>Class Maximum:</b>	18	<b>Other Requirements:</b> None	
<b>Semesters Offered:</b>	All		
<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>	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.		
<b>Topical Outline:</b> List course content in outline format.	<b>TOPICAL OUTLINE</b> 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 A. Read expository and argumentative whole texts		

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	<ul style="list-style-type: none"> <li>B. Employ effective annotation skills</li> <li>C. Accurately identify the main idea and supporting points of a text</li> <li>D. Use the reading process to differentiate between supporting points, evidence, and reasoning in a text</li> <li>E. Formulate a close response to the author’s main idea</li> <li>F. Read with accurate comprehension</li> <li>G. Write accurate summaries and paraphrases</li> <li>H. Evaluate information in texts for accuracy, validity, and relevance</li> <li>I. Integrate summaries, paraphrases, and direct quotes into essays to achieve rhetorical purpose</li> </ul> <ul style="list-style-type: none"> <li>3. Craft Logical Arguments <ul style="list-style-type: none"> <li>A. Compose unified, coherent, and fully developed paragraphs to support a thesis in an essay</li> <li>B. Present an argument that uses basic organizational and transitional strategies</li> </ul> </li> <li>4. Apply Language Conventions <ul style="list-style-type: none"> <li>A. Use language that demonstrates reasonable control of Standard English and language conventions</li> <li>B. Use basic MLA citation style</li> <li>C. Employ strategies to avoid plagiarism</li> </ul> </li> <li>5. Formulate Effective Writing Strategies <ul style="list-style-type: none"> <li>A. By the end of the semester, write at least one thesis-driven, text-based 900-1200 word essay (beyond the 5-paragraph model)</li> <li>B. Write expository and persuasive essays relevant to the assignment</li> <li>C. Use the writing process to develop, organize, and refine ideas</li> <li>D. Develop thesis-driven essays with a clear, single focus and supporting points</li> </ul> </li> <li>6. Reflect on the Learning Process and Acquisition of Abilities <ul style="list-style-type: none"> <li>A. Metatext</li> <li>B. Self-Assessment</li> </ul> </li> </ul>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><u>Course Abilities</u></p> <ul style="list-style-type: none"> <li><del>2</del>-1. Respond to rhetorical situations</li> <li><del>3</del>-2. Use texts</li> <li><del>4</del>-3. Craft logical arguments</li> <li><del>5</del>-4. Apply language conventions</li> <li><del>6</del>-5. Formulate effective writing strategies</li> <li><del>7</del>-6. Reflect on the learning process and acquisition of abilities</li> </ul> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i> None</p> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i> None</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> <ul 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> </ul>

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	Portfolio contents will be measured by the Department Portfolio Rubric.
<b>Instructional Resources:</b> <small>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.</small>	<b>Required:</b> [No special facilities are required. Or list what is required.] <b>Desired:</b> Dedicated Academic Strategies Computer Writing Lab
<b>Textbook(s)</b>	Check with department chair for list of departmentally approved texts.