

ENG-0965: INTRODUCTION TO COLLEGE LITERACIES WORKSHOP

Cuyahoga Community College

Viewing: ENG-0965 : Introduction to College Literacies Workshop

Board of Trustees:

March 2020

Academic Term:

Fall 2020

Subject Code

ENG - English

Course Number:

0965

Title:

Introduction to College Literacies Workshop

Catalog Description:

Develop the habits and behaviors of successful readers and writers in a workshop environment that emphasizes reading's positive influence on writing. This course helps students implement the practices developed in ENG 0985 Introduction to College Literacies.

Credit Hour(s):

2

Lecture Hour(s):

2

Requisites

Prerequisite and Corequisite

Appropriate score on English placement test and concurrent enrollment in ENG-0985: Introduction to College Literacies, or departmental approval.

Outcomes

Course Outcome(s):

Increase reading comprehension and retention by examining effective reading habits and developing positive reading strategies.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Identify obstacles to effective reading, which may include accessing texts, managing time, and avoiding distractions.
2. Reflect on positive and negative reading experiences to understand obstacles and increase efficiency.
3. Create personalized action plans for improving reading fluency through application of appropriate reading strategies.

Course Outcome(s):

Utilize model texts for developing a relationship between reading fluency and writing effective single and multi-paragraph compositions.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Recognize reading selections as models of spelling, grammar, mechanics, and style.
 2. Emulate organizational patterns and modes.
 3. Draw connections between reading selections and personal experience.
 4. Explore and practice basic writing technologies.
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Course Outcome(s):

Identify the purpose and benefits of productive study habits and effective test-taking strategies.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Reflect on past outcomes to understand how habits and behaviors impact success.
 2. Practice new study habits and test-taking strategies in supportive, low-stakes environments.
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Course Outcome(s):

Connect with Tri-C Support Services to overcome barriers and obstacles to success.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Engage with on-campus and online tutoring resources, which might include embedded tutors, Writing Center Consultants, and Smarthinking.
 2. Utilize the Technology Learning Center and Student Tech Services to gain comfort with basic writing and reading technology.
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Methods of Evaluation:

1. Reading evaluations
2. Standardized tests
3. Textbook assignments
4. Quizzes
5. Tests
6. Examinations
7. Class exercises
8. Class participation
9. Writing assignments
10. Portfolios

Course Content Outline:

1. Reading fluency
 - a. Developing reading strategies
 - i. Practice close reading
 - ii. Read out loud
 - iii. Take notes
 - iv. Annotate a text
 - v. Ask questions
 - b. Increasing reading comprehension
 - i. Determine what student does and doesn't understand after reading text
 - ii. Understand components of a text
 - c. Improving reading efficiency
 - i. Understand the purpose of the reading
 - ii. Prepare to read
 - iii. Increase reading speed
 - d. Expanding college-level vocabulary

- i. Use a dictionary and thesaurus
 - ii. Use context clues
 - iii. Understand word parts
 - iv. Understand denotation vs. connotation
- 2. Critical reading
 - a. Reading texts
 - i. Determine appropriate strategy based on assigned text
 - ii. Use a table of contents and index
 - iii. Understand images
 - iv. Interpret charts and graphs
 - b. Responding to texts
 - i. Relate the author's point of view
 - ii. Discuss audience and purpose
 - iii. Connect texts to personal experience
- 3. Supporting the writing process
 - a. Practice invention strategies
 - i. Understand the purpose of an assignment
 - ii. Develop effective pre-writing habits
 - iii. Prepare outlines for paragraphs and multi-paragraph essays
 - b. Draft paragraphs and multi-paragraph essays
 - i. Utilize basic writing technologies
 - ii. Understand the role of topic sentences, supports, and transitions
 - iii. Develop ideas fully
 - c. Revise paragraphs and multi-paragraph essays
 - i. Improve cohesion and unity of writing
 - ii. Increase audience awareness
 - iii. Address style, grammar, and mechanics
- 4. Study habits and test-taking strategies
 - a. Understanding exams and tests
 - i. Understand questions being asked
 - ii. Respond to questions being asked
 - iii. Develop strategies for taking tests
 - b. Developing effective study habits
 - i. Reflect on past results
 - ii. Identify problem areas and successful behaviors
 - iii. Augment past success with new strategies
- 5. Tri-C Support Services
 - a. Performing in-class work with embedded tutors
 - b. Utilizing on-campus and online tutoring resources
 - c. Visiting the Technology Learning Center
 - d. Promoting awareness of other technology, academic, and specialty services

Resources

Carillo, Ellen C. "How Students Read: Some Thoughts on Why This Matters" 106.5. Urbana, IL: National Council of Teachers of English, 2017.

Carillo, Ellen C. *Securing a Place for Reading in Composition: The Importance of Teaching for Transfer*. Louisville, CO: Utah State University Press, 2015.

Fawcett, Susan, and Alvin Sandberg. *Grassroots with Readings*. 11th ed. Boston: Houghton Mifflin, 2014.

Fitzpatrick, Carolyn H., et. al. . *The Complete Sentence Workout Book with Readings*. 5th or current edition. New York: Longman, 2004.

Gaetz, Lynne and Suneeti Phadke. *Writer's World: Sentences and Paragraphs (bundled with MyWritingLab)*. 5th ed. New York: Prentice Hall, 2017.

Kellner, Deborah. *Reading Strategies for College and Beyond*. 2nd ed. San Diego: Cognella Academic Publishing, 2018.

Kelly, William J. and Deborah L. Lawton. *Odyssey: From Paragraph to Essay*. 6th ed. New York: Longman, 2010.

Kelly, William J. and Deborah L. Lawton. *Odyssey: From paragraph to Essay Plus MyLab Writing Access Card Package*. 9th ed. New York: Longman, 2015.

Langan, John. *English Skills with Readings*. New York: McGraw-Hill, 2015.

Sullivan, Patrick, Howard Tinberg and Sheridan Blau (eds). *Deep Reading : Teaching Reading in the Writing Classroom*. Urbana: National Council of Teachers of English, 2017.

Willingham, Daniel T. *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads*. San Francisco: Jossey-Bass, 2017.

Resources Other

1. Guide to Grammar and Writing. Dr. Charles Darling. Capitol Community College Foundation. 2004. <http://grammar.ccc.commnet.edu/grammar> (<http://grammar.ccc.commnet.edu/grammar/>)
2. Grammar Girl: Quick and Dirty Tips. Mignon Fogerty. 2019. <https://www.quickanddirtytips.com/grammar-girl> (<https://www.quickanddirtytips.com/grammar-girl/>)
3. Purdue Online Writing Lab. 2019. https://owl.purdue.edu/owl/purdue_owl.html
4. Novels (as determined by 0900-Level Textbook Committee; lists available from department at each campus)

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