

ENG-0975: APPLIED COLLEGE LITERACIES WORKSHOP

Cuyahoga Community College

Viewing: ENG-0975 : Applied College Literacies Workshop

Board of Trustees:

March 2020

Academic Term:

Summer 2021

Subject Code

ENG - English

Course Number:

0975

Title:

Applied College Literacies Workshop

Catalog Description:

Helps students implement the practices developed in ENG-0995, leading to successful reading and writing at the college level.

Credit Hour(s):

2

Lecture Hour(s):

2

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

ENG 0965-Introduction to College Literacies Workshop; or appropriate score on English placement test and concurrent enrollment in ENG-0995 Applied College Literacies; or departmental approval.

Outcomes

Course Outcome(s):

Increase fluency with and comprehension of college-level texts in order to more effectively utilize written texts in the completion of both written and oral assessments at the college level.

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. Employ a variety of reading comprehension strategies to better understand the texts assigned in ENG 0995 including visualization, inferences, predicting, comprehension monitoring, prior schema activation, SQR3, and graphic organizers.
2. Demonstrate efficacy in making word choices.
3. Recognize a writer's possible intentions (i.e., writing to describe, inform, entertain, persuade).

Course Outcome(s):

Develop and implement productive habits and strategies in writing multi-paragraph and multi-page compositions at the college-level.

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. Experiment with pre-writing strategies (i.e., clustering, freewriting, journaling, listing pros and cons), with the goal of identifying those strategies which work best with different types of writing assignments and the writer's personal process.
2. Identify patterns of grammatical error arising in essay rough drafts and develop strategies for locating and correcting such errors prior to submitting final drafts.
3. Demonstrate proficient use of writing technologies to produce written assignments.
4. Develop an increased awareness of writing as a process by writing successive drafts of the same paper and engaging in class reflections on revision strategies.

Course Outcome(s):

Develop an individual study plan, including 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. Demonstrate comprehension of class assignments, instructions, and handouts.
2. Reflect on past outcomes to understand how habits and behaviors impact success.

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.

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. Read to recognize concepts and patterns in assigned writing
 - i. Develop and hone active reading techniques with texts assigned in ENG 0995
 - ii. Situate reading tasks within the context of written assignments
 - iii. Identify relationships between an author's main and supporting points
 - iv. Define audience as a rhetorical construct and identify author's audience in texts
 - v. Identify facts and opinions and articulate their differences
 - b. Develop strategies to build college-level vocabulary

- i. Use contextual clues
 - ii. Practice deciphering root words, prefixes, and suffixes
 - iii. Utilize the dictionary and thesaurus while reading
 - c. Read to interpret an author's purpose and rhetorical strategies in order to write original texts with a clear purpose and rhetorical strategy
 - i. Determine characteristics of multiple patterns of development, including rhetorical modes (narration, description, process, analysis, cause-and-effect, comparison and contrast, argument, etc.) and genres (memoirs, profiles, reviews, etc.)
 - ii. Consider the ways in which patterns of development, rhetorical modes, and genres may be useful in various writing opportunities
- 2. Writing Proficiency**
- a. Apply process-oriented strategies to the composition of written texts, including invention, drafting, and revision
 - i. Use appropriate technologies to write compositions
 - ii. Utilize a variety of invention strategies prior to composition
 - iii. Develop a thesis that responds effectively to an assignment given in 0995
 - iv. Develop topic sentences to support a thesis
 - v. Craft well-defined introductions, body paragraphs, and conclusions
 - vi. Utilize transitional words, phrases, and sentences
 - vii. Revise written texts in order to address concerns and incorporate feedback
 - viii. Proofread and edit written texts to address issues related to style, grammar, and mechanics
 - ix. Engage with appropriate support services to receive feedback on written drafts
 - x. Review texts critically with the intention of avoiding or correcting instances of intentional or unintentional plagiarism
 - b. Improve grammar and develop more complex syntax
 - i. Correct formation of plural nouns
 - ii. Agreement of subject and verb
 - iii. Correct sentence boundaries (avoiding sentence fragments and run-on sentences)
 - iv. Increased use of subordinate clauses
- 3. Study Habits**
- a. Hone effective study habits and test taking skills
 - i. Examine different learning styles learning strategies
 - ii. Apply effective note-taking and annotating skills
 - iii. Categorize information into manageable portions
 - iv. Learn to anticipate exam questions and follow exam directions
 - v. Manage time during essay exams to complete the writing process and fully develop responses
 - b. Apply effective listening skills in a classroom context
 - i. Demonstrate ability to manage distractions and maintain focus during oral instruction
 - ii. Carry out oral directions accurately
 - iii. Ask appropriate questions, add to class discussion, and take effective lecture notes
- 4. Tri-C Support Services**
- a. Perform in-class work with embedded tutors
 - b. Utilize on-campus and online tutoring resources
 - c. Visit the Technology Learning Center
 - d. Develop awareness of other technology, academic, and specialty services

Resources

Bullock, Richard, Brody, Michael, and Francine Weinberg. *The Little Seagull Handbook*. New York: W. W. Norton Company, 2014.

Carillo, Ellen C. "How Students Read: Some Thoughts on Why This Matters" *English Journal*. 106.5: 34-39. 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.

Hoeffner, Lisa and Kent Hoeffner. *Common Places: Integrated Reading and Writing*. New York: McGraw-Hill, 2014.

Kellner, Deborah. *Reading Strategies for College and Beyond*. Second Edition. San Diego: Cognella Academic Publishing, 2018.

Langan, John and Zoe L Albright. *College Writing Skills with Readings*. 10th Edition. New York: McGraw Hill, 2018.

Tate, Gary, Amy Rupiper, and Kurt Schick, eds. *A Guide to Composition Pedagogies*. New York: Oxford University Press, 2001.

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

Wintner, Gene. *Textcerpts: Mastering College Textbook Reading*. New York: Pearson Education, 2014.

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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