

ENG-0985: INTRODUCTION TO COLLEGE LITERACIES

Cuyahoga Community College

Viewing: ENG-0985 : Introduction to College Literacies

Board of Trustees:

December 2023

Academic Term:

Fall 2024

Subject Code

ENG - English

Course Number:

0985

Title:

Introduction to College Literacies

Catalog Description:

Prepares students for success in college writing courses by working on the fundamentals of reading, writing, listening, and proofreading strategies.

Credit Hour(s):

4

Lecture Hour(s):

4

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

Appropriate score on English placement test; or departmental approval.

Outcomes

Course Outcome(s):

Demonstrate the ability to read texts from a variety of rhetorical modes/genres to improve comprehension, to expand vocabulary, and to understand the purpose of basic paragraph and essay patterns.

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. Read to improve recall and comprehension through the application of reading strategies.
 2. Identify main points and supporting details in selected readings.
 3. Distinguish between fact and opinion in selected readings.
 4. Use a dictionary and thesaurus to define new terms.
 5. Read to understand various rhetorical modes/genres.
 6. Identify organizational patterns.
 7. Discuss genre-specific conventions.
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Course Outcome(s):

Plan and write single-paragraph and multi-paragraph compositions. The final composition of the course should reflect the length and complexity of the initial essay required for the next level English course.

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. Plan compositions, utilizing appropriate pre-writing strategies.
2. Write single-paragraph and multi-paragraph compositions containing topic sentences, supporting sentences with details, and transitions.
3. Write paragraphs employing various organizational patterns and modes.
4. Learn to utilize the basic technologies of writing.
5. Identify grammar errors and develop strategies for addressing them.
6. Develop proofreading and editing skills.
7. Incorporate personal experience into assigned writing.
8. Recognize and define plagiarism in order to avoid any form of it in one's writing.

Course Outcome(s):

Develop productive study habits and effective test-taking strategies to succeed in college courses.

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. Develop study habits and strategies for test-taking and essay exams.
2. Follow written directions accurately.

Course Outcome(s):

Demonstrate improved listening skills to follow oral directions.

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 barriers or distractions that detract from one's ability to listen effectively.
2. Develop active listening skills in class, evidenced by asking appropriate questions and taking lecture notes.

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. Read to understand
 - a. Survey text to locate the main idea and supplementary ideas
 - b. Distinguish between main idea and supporting details
 - c. Distinguish between general and specific terms and concepts
 - d. Distinguish fact from opinion
 - e. Determine author's point of view, judgments, and assumptions
 - f. Annotate texts
 - g. Read graphical elements, such as charts, maps, and diagrams, in context
2. Read to improve vocabulary
 - a. Utilize a dictionary and thesaurus to select word meanings appropriate for a given context
 - b. Use context clues
 - c. Understand word parts
 - d. Understand that words have multiple meanings
3. Read to understand various rhetorical modes/genres
 - a. Identify rhetorical patterns/genres
 - b. Read texts in various rhetorical modes/genres
4. Plan written compositions by engaging in such strategies as:
 - a. Brainstorming
 - b. Journal writing
 - c. Free writing
 - d. Outlining
 - e. Concept mapping
5. Write single-paragraph compositions
 - a. Write paragraphs with topic sentences, supporting sentences and details, and a conclusion
 - b. Utilize transitional words and phrases within paragraphs
 - c. Follow proper paragraph format
 - d. Proofread and edit compositions
6. Write multi-paragraph compositions
 - a. Write essays with introductory paragraphs and thesis statements
 - b. Write body paragraph, which contain topic sentences and supporting details
 - c. Write concluding paragraphs
 - d. Write transitional words and phrases
 - e. Follow proper paragraph and essay format
 - f. Proofread and revise compositions
7. Develop productive habits for study and test taking
 - a. Demonstrate effective time management
 - b. Eliminate distractions while studying and completing coursework
 - c. Recognize how personal anxiety interferes with student success
 - d. Examine basic learning styles and learning strategies
 - e. Develop effective note-taking and annotating skills
 - f. Learn to anticipate exam questions and follow exam directions
 - g. Utilize college student services (i.e., the Writing Center, instructor office hours, Academic Counseling)
8. Improve listening skills
 - a. Follow oral directions
 - b. Demonstrate ability to manage distractions and maintain focus during oral instruction
 - c. Ask appropriate questions, adding to class discussion
 - d. Take effective lecture notes
9. Improve grammar and mechanics
 - a. Correct use of capital letters
 - b. Correct use of end punctuation: periods, question marks
 - c. Correct formation of plural nouns
 - d. Agreement of subject and verb
 - e. Correct sentences: avoiding sentence fragments and run-on sentences
 - f. Independent and dependent clauses

Resources

Carillo, Ellen C. "How Students Read: Some Thoughts on Why This Matters" *English Journal*. 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. *Grassroots with Readings: The Writer's Workbook (w/MLA9E Updates)*. 12th ed. Boston: Cengage Learning, 2020.

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: Pearson, 2017.

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

Kelly, William J. and Deborah L. Lawton. *Odyssey: From Paragraph to Essay*. 6th Edition. New York: Pearson, 2019.

Kelly, William J. and Deborah L. Lawton. *Odyssey: From paragraph to Essay Plus MyLab Writing - Access Card Package*. 6th Edition. New York: Pearson, 2018.

Langan, John. *English Skills with Readings*. 10th Edition. New York: McGraw-Hill Education, 2020.

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*. 1st Edition. San Francisco: Jossey-Bass, 2017. May 1, 2017.

Resources Other

1. Guide to Grammar and Writing. Dr. Charles Darling. Capitol Community College Foundation. 2004. <https://www.guidetogrammar.org/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. 2022. 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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