

ENG-0995: APPLIED COLLEGE LITERACIES

Cuyahoga Community College

Viewing: ENG-0995 : Applied College Literacies

Board of Trustees:

December 2023

Academic Term:

Fall 2024

Subject Code

ENG - English

Course Number:

0995

Title:

Applied College Literacies

Catalog Description:

Prepares students for success in college-level writing courses through further development and application of effective 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

ENG-0985 Introduction to College Literacies Workshop or appropriate score on English placement test; or departmental approval.

Outcomes

Course Outcome(s):

Read college-level texts to learn and then to apply new terms, concepts, and rhetorical strategies in both written and oral assessments across a variety of genres.

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. Use active reading strategies to improve comprehension and to prepare written and oral responses.
2. Determine the relationship between main points and supporting details in selected readings.
3. Articulate differences between fact and opinion in selected readings.
4. Use contextual clues when reading to determine meaning and understand the author's word choices.
5. Apply knowledge of root words, prefixes, and suffixes to increase reading comprehension.
6. Use the dictionary and thesaurus effectively.
7. Read to interpret authors' purpose and rhetorical choices.
8. Determine effectiveness of organizational patterns.
9. Consider authors' use of genre or choices to mix genres.

Course Outcome(s):

Plan and write multi-paragraph and multi-page compositions. The final composition should reflect the length and complexity of the initial essay in a college-level composition 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 by engaging in appropriate pre-writing strategies.
2. Write thesis-driven essays that present adequate support and contain an introductory paragraph, multiple body paragraphs, and a concluding paragraph.
3. Gain proficiency with the basic technologies of writing.
4. Apply standard conventions of grammar with minimal spelling errors.
5. Employ proofreading and editing skills.
6. Write compositions in various essay and organizational patterns.
7. Make connections between a primary source and personal experience in assigned writing.
8. Recognize and define plagiarism in order to avoid any form of it in one's writing.

Course Outcome(s):

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

Course Outcome(s):

Develop college-level 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. Apply skills to manage barriers or distractions that detract from one's ability to listen effectively.
1. Apply 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 for the purpose of applying concepts and patterns in assigned writing.
 - a. Further develop and apply active reading strategies with a variety of texts.
 - b. Develop the ability to comprehend readings within the context of writing about the reading.
 - c. Recognize and articulate the relationships between an author's main points and supports.
 - d. Determine an author's audience to comprehend rhetorical strategies.
 - e. Identify an author's assumptions and point of view.
 - f. Identify facts and opinions and articulate their differences.
2. Read to understand college-level vocabulary in order to improve comprehension as well as word choice, spelling, and prose style in assigned writing.
 - a. Use contextual clues to determine meaning.
 - b. Examine root words, prefixes, and suffixes to better understand vocabulary terms.
 - c. Use the dictionary and thesaurus effectively.
3. Read to interpret an author's purpose and rhetorical strategies for the purpose of comprehension as well as emulation of said rhetorical strategies in assigned writing.
 - a. Identify patterns of development, which may include narration, description, process, analysis, cause-and-effect, comparison and contrast, classification, definition, and argument.
 - b. Consider the effectiveness an author's use of a rhetorical mode and recognize how college-level writing may mix strategies.
 - c. Consider the ways in which patterns of development and rhetorical modes may be useful in various writing opportunities.
4. Engage in a writing process that includes invention, drafting, and revision to produce a series of essays that will culminate in a multi-paragraph essay exhibiting the complexity and conventions of 1000-level work.
 - a. Write properly formatted, computer-generated compositions based on personal experience, reading selections, and the integration of lived experience and primary sources.
 - b. Utilize appropriate pre-writing strategies in a well-defined invention process.
 - c. Develop a working thesis appropriate to the assignment or rhetorical mode.
 - d. Develop topic sentences with supports that may include reasons, facts, logic, evidence, and analysis.
 - e. Apply knowledge of patterns of development and rhetorical modes to draft essays with well-defined introductions, body paragraphs, and conclusions.
 - f. Employ transitional words, phrases, and sentences to clarify connections between distinct ideas and between separate paragraphs.
 - g. Engage in a revision process that addresses higher order concerns such as focus, organization, and development as well as textual and style issues.
 - h. Use effective proofreading and editing techniques to style, grammar, and mechanics.
 - i. Participate in a peer review process that clearly articulates both strengths and areas of concern in student writing.
 - j. The revision process should include strategies to avoid or correct instances of intentional or unintentional plagiarism.
5. Further develop and apply effective study habits and test taking skills.
 - a. Examine basic learning styles and learning strategies.
 - b. Apply effective note-taking and annotating skills.
 - c. Categorize information into manageable portions.
 - d. Learn to anticipate exam questions and follow exam directions.
 - e. Manage time during essay exams so that students can complete their writing process and fully develop responses.
6. Develop and apply effective listening skills.
 - a. Demonstrate ability to manage distractions and maintain focus during oral instruction.
 - b. Carry out oral directions accurately.
 - c. Ask appropriate questions, add to class discussion, and take effective lecture notes.
7. Improve the textual level of student writing.
 - a. Address common grammar and mechanics issues.
 - b. Recognize and develop strategies to improve personal patterns of error.
 - c. Address issues such as redundancy, wordiness, and passive voice to improve overall style.

Resources

Baldwin, Amy, Lisa August, James Bennett, Sabrina Mathues, Susan Monroe, MJ O'Leary, Ann Pearson, Joshua Troesh, and Margit Watts. *College Success*. Houston, TX: Rice University OpenStax, 2023. <https://openstax.org/details/books/college-success?Book%20details%20OER%20TEXTBOOK>

Bullock, Richard, Brody, Michael, and Francine Weinberg. *The Little Seagull Handbook with Exercises: 2021 MLA Update*. 4th Edition. New York: W. W. Norton & Company, 2022.

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.

Gaetz, Lynne and Suneeti Phadke. *The Writer's World: Paragraphs and Essays with Enhanced Reading Strategies*. 5th edition. New York: Pearson, 2017.

Hoeffner, Lisa and Kent Hoeffner. *Common Places: Integrated Reading and Writing*. 2nd Edition. New York: McGraw-Hill, 2018.

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

Langan, John and Zoe L Albright. *College Writing Skills with Readings*. 11th Edition. New York: McGraw Hill, 2022.

Tate, Gary, Amy Rupiper, Taggart, Kurt Schick, and H. Brooke Hessler, Eds. *A Guide to Composition Pedagogies*. 2nd Edition. New York: Oxford University Press, 2013.

Weaver, Rebecca; Lynne Bost, Michelle Kassorla, Karen McKinney-Holley, Kathryn Crowther, Lauren Curtright, Nancy Gilbert, Barbara Hall, Tracienne Ravita, and Kirk Swenson. *Successful College Composition*. 3rd Edition. University System of Georgia, 2016. https://oer.galileo.usg.edu/english-textbooks/8/OER_TEXTBOOK

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*. 2nd Edition. New York: Pearson Education, 2006.

Resources Other

1. Common Lit. 2023. <https://www.commonlit.org/en> (<https://www.commonlit.org/en/>)
2. Excelsior University Online Writing Lab. 2023. <https://owl.excelsior.edu/>
3. Grammar Girl: Quick and Dirty Tips. Mignon Fogerty. 2019. <https://www.quickanddirtytips.com/grammar-girl> (<https://www.quickanddirtytips.com/grammar-girl/>)
4. Guide to Grammar and Writing. Dr. Charles Darling. Capitol Community College Foundation. 2004. <https://www.guidetogrammar.org/grammar/>
5. Newsela Instructional Content Platform. 2023. <https://newsela.com/>
6. NoRedInk web-based writing education platform. 2023. <https://www.noredink.com/>
7. Purdue Online Writing Lab. 2022. https://owl.purdue.edu/owl/purdue_owl.html
8. Novels (as determined by 0900-Level Textbook Committee; lists available from department at each campus)

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