ENG-1001: INTENSIVE COLLEGE READING & WRITING

Cuyahoga Community College

Viewing: ENG-1001: Intensive College Reading & Writing

Board of Trustees:
2015-05-28

Academic Term:
2015-08-24

Subject Code
ENG - English

Course Number:
1001

Title:
Intensive College Reading & Writing

Catalog Description:
Course provides support for students enrolled in ENG-1010 College Composition I through intensive instruction in academic writing, reading skills, study skills, grammar, mechanics, and test-taking strategies.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites
Prerequisite and Corequisite
Appropriate placement score, and concurrent enrollment in ENG-1010 College Composition I, or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course. The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively. For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms/. Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Westshore (216) 987-3900 – Voice. (216) 987-4048 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdfYou must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Utilize 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. Interpret written and oral directions accurately.
2. Eliminate distractions while studying and completing coursework.
3. Demonstrate effective time management.
4. Recognize how personal anxiety interferes with student success.
5. Demonstrate effective test-taking and timed-writing strategies.
6. Seek out and utilize college student services (i.e., the Writing Center, instructor office hours, Academic Counseling).

**Course Outcome(s):**
Analyze college-level texts, essays, and other materials.

**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. Distinguish between fact and opinion in selected readings.
2. Employ reading strategies.
3. Locate main ideas and supporting details in selected readings.
4. Recognize rhetorical patterns.

**Course Outcome(s):**
Write college-level essays and assignments using appropriate strategies and support.

**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 the audience and purpose of a writing assignment.
2. Recognize and define plagiarism in order to avoid any form of it in one's writing.
3. Use a writing process to compose single and multi-paragraph assignments that effectively develop a central point.
4. Employ standard conventions of grammar, punctuation, mechanics, and spelling in writing assignments.
5. Apply a revision, editing, and proofreading process.

**Methods of Evaluation:**
1. Diagnostic essay
2. Reading, writing, study skills exercises
3. Writing Assignments
4. Tests
5. Quizzes
6. Small peer groups
7. Writing Workshops
8. Student-Instructor Conferences
9. Writing Portfolios

**Course Content Outline:**
1. Study skills
   a. Learning Styles
   b. Time management
   c. Oral and written directions
   d. Note-taking skills
   e. Annotating
   f. Test-taking strategies
   g. Timed-writing strategies
   h. Utilization of college student services (i.e., the Writing Center, instructor office hours, Academic Counseling).
2. Reading comprehension
   a. Textual analysis
      i. Author’s point of view
      ii. Audience and purpose
      iii. Fact versus opinion
      iv. Components
1. Topic
2. Opening
3. Central Point
4. Main Points
5. Supporting Details
6. Closing
7. Transitions

b. Sentence pattern identification and analysis
c. Graphics and image analysis

3. Rhetorical modes of discourse
4. Genre analysis
5. Writing process
   a. Invention
   b. Development
      i. Central point
      ii. Opening
      iii. Main points
      iv. Supporting details
      v. Closing
   vi. Transitions
   c. Revision (self-assessment and peer review)
      i. Focus
      ii. Development
      iii. Organization
      iv. Coherence
   d. Editing and proofreading
      i. Style
      ii. Grammar
      iii. Mechanics
      iv. Usage
      v. Spelling

Resources


Resources Other


Purdue Online Writing Lab. Purdue University. 2014. https://owl.english.purdue.edu/owl/

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