

ENG-1001: INTENSIVE COLLEGE READING & WRITING

Cuyahoga Community College

Viewing: ENG-1001 : Intensive College Reading & Writing

Board of Trustees:

May 2020

Academic Term:

Fall 2020

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.

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

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Bishop, Wendy. *The Subject is writing: Essays by Teachers and Students*. 4th ed. Portsmouth, NH: Heinemann, 2006.

Carroll, Lee Ann. *Rehearsing New Roles: How College Students Develop as Writers*. 3rd Edition. Carbondale, IL: Southern Illinois University Press, 2003.

Corbett, Edward P.J., Nancy Myers and Gary Tate. eds. *The Writing Teacher's Sourcebook*. 4th ed. New York: Oxford University Press, 2000.

Cox, Rebecca D. *The College Fear Factor: How Students and Professors Misunderstand One Another*. MA: Harvard UP, 2009.

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Huot, Brian and Peggy O'Neil. *Assessing Writing: A Critical Sourcebook*. Boston: Bedford/St. Martin's, 2009.

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Rose, Mike. *Lives on the Boundary: The Struggles and Achievements of America's Underprepared*. Revised edition. New York: Free, 2005.

Shaughnessy, Mina. *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press, 1977.

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White, Edward M. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. 4th ed. Boston: Bedford/St. Martin's, 2007.

Williams, Joseph M. and Joseph Bizup. *Style: Lessons in Clarity and Grace*. 11th ed. Upper Saddle River, NJ: Pearson, 2014.

Willingham, Daniel T. *Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for Your Classroom*. San Francisco: Jossey-Bass, 2009.

Resources Other

Adams, Peter. "Basic Writing Reconsidered." *Journal of Basic Writing* 12.1. (1993): 22-29.

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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/>)

Hoover, Eric, and Sara Lipka. "The Second-Chance Club." *The Chronicle of Higher Education*. 11 Mar. 2013.

Norton Field Guide to Writing. W.W. Norton & Company, 2014.

<http://www.wwnorton.com/college/english/write/fieldguide/index.asp> (<http://www.wwnorton.com/college/english/write/fieldguide/>)

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

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