

SEWARD COUNTY COMMUNITY COLLEGE COURSE SYLLABUS

I. TITLE OF COURSE: EG0605—Reading and Writing Strategies I

II. COURSE DESCRIPTION:

Five credit hours: Five credit hours of lecture and zero credit hours of lab per week.

Reading and Writing Strategies I is designed to increase student proficiency in college reading and writing skills. In this course, students will develop and apply critical reading skills and writing skills. Upon completion, students should be able to demonstrate effective reading strategies, as well as effective writing skills necessary to communicate for academic and work-oriented purposes and to succeed in Reading and Writing Strategies II. THIS COURSE WILL NOT COUNT FOR GRADUATION.

For each unit of credit, a minimum of three hours per week with one of the hours for class and two hours for studying/preparation outside of class is expected.

Pre-requisite: Refer to placement matrix.

III. PROGRAM AND/OR DEPARTMENT MISSION STATEMENT:

Division Statement: The mission of the Humanities and Social Sciences is to foster an appreciation of the role that the humanities and social sciences has played in the evolution of civilized society and to explore the ways that an understanding of theory and practice in philosophy, the social and behavioral sciences, the fine arts, and written and oral expression will enable students to participate thoughtfully in a global society.

Program Mission Statement: The Developmental Education Department at Seward County Community College promotes the cognitive and affective growth of all post-secondary learners, at all levels of the learning continuum by assuring that the institution identifies needs and offers appropriate courses and tutoring to help each student succeed.

IV. TEXTBOOK AND MATERIALS:

Hoeffner, Lisa and Kent Hoeffner. *Common Ground: Integrated Reading and Writing*. New York: McGraw Hill, 2019. [to be bundled with Connect]

Thurman, Susan. *The Only Grammar Book You'll Ever Need*. Avon MA: Adams Media, 2003.

V. SCCC OUTCOMES

Students who successfully complete this course will demonstrate the ability to do the following SCCC Outcomes.

- 1: Read with comprehension, be critical of what they read, and apply knowledge gained to real life
- 2: Communicate ideas clearly and proficiently in writing, appropriately adjusting content and arrangement for varying audiences, purposes, and situations.
- 3: Communicate their ideas clearly and proficiently in speaking, appropriately adjusting content and arrangement for varying audiences, purposes, and situations.

VI. COURSE OUTCOMES:

Students will demonstrate their competence in these reading and writing skills and strategies:

1. Demonstrate appropriate use of pre-reading, reading, and post-reading strategies, to identify main and supporting ideas, understand vocabulary, use context clues, and answer recall/knowledge questions.
2. Demonstrate use of the writing process (such as prewriting, writing, revising, editing, and proofreading) to develop student writer's proficiency in composing college-level writing assignments.
3. Recognize, analyze, and produce writing considering structure (focus, organization, and purpose), as well as use effective rhetorical strategies for varying reading and writing assignments.
4. Demonstrate control of the grammatical and mechanical conventions of Standard American Edited English in writings.

VII. COURSE OUTLINE:

1. Students will complete a pre-assessment (such as reading comprehension assessment, an in-class essay, and/or editing quiz) to demonstrate their skills upon entering Reading and Writing Strategies I.
2. Students will write 4 paragraphs using different patterns of development (description, illustration, process analysis [how-to ...], and compare/contrast).
3. Students will write 2 essays using different purposes (opinion/discussion and explanatory/recap). An English Writing Rubric score of 3, 2, 2 will be the benchmark for writing that meets the expectations of the department.
4. Students will work on grammar and mechanics exercises and will demonstrate command of sentence completeness, punctuation, and grammatical conventions.
5. Students will complete a post-assessment (such as reading comprehension assessment, an in-class essay, and/or editing quiz).

VIII. INSTRUCTIONAL METHODS:

1. Lectures
2. Discussions
3. Textbook exercises
4. Reading assignments
5. Writing assignments
6. Computer activities.

IX. INSTRUCTIONAL AND RESOURCE MATERIALS:

1. Textbook
2. Dictionary
3. Handouts
4. Audio/visual aids
5. Computer software.

X. METHODS OF ASSESSMENT:

Outcome 1

1. Outcome 1 will be achieved by requiring students to read various selections from the textbook(s) or supplemental reading assignments (such as from Smithsonian magazine or Connect). Students' ability to read and comprehend these assignments will be measured by classroom discussion, quizzes, and journals/Writing Notebook.

Outcome 2

1. Outcome 2 will be measured by students' essays. These assignments require students to apply what they have learned through written communication by interacting with the world around them.

Outcome 3

1. Outcome 3 will be measured by students participating in classroom discussion. These discussions will be in response to the various reading selections assigned as part of the course.

XI. ADA STATEMENT:

Under the Americans with Disabilities Act, Seward County Community College will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for academic accommodations. Students should identify themselves to the Dean of Students at 620-417-1106 or going to the Student Success Center in the Hobble Academic building, room 149 A.

New Course: 5/16/2022

Syllabus Reviewed: 5/16/2022