

**SEWARD COUNTY COMMUNITY COLLEGE
COURSE SYLLABUS**

I. TITLE OF COURSE: EG0705- Reading and Writing Strategies II

II. COURSE DESCRIPTION: Five credit hours

Five credit hours of lecture and Zero credit hours of lab per week.

Reading and Writing Strategies II is designed to increase student proficiency in college reading and writing. In this course, students will develop and apply critical thinking skills, critical reading skills, and writing skills. Upon completion, students should be able to demonstrate effective skills in reading comprehension, analysis, and evaluation of college texts, as well as effective writing skills necessary to succeed in English Composition I and in the workforce. 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:

McWhorter, Kathleen T. Successful College Writing, 8th ed. Boston: Bedford/St. Martin's, 2021. / Achieve access code - digital copy

Rothman, David and Jilani Warsi. Read to Succeed: A Thematic Approach to Academic Reading, 3rd ed. Boston: Pearson, 2017. / My Skills Lab code - digital copy

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

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.

5: Demonstrate the ability to think critically by gathering facts, generating insights, analyzing data, and evaluating information

VI. COURSE OUTCOMES:

In their essays, 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, context clues, connotative and denotative language, inferences, and distinguish fact from opinion.
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 audience, 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 II.
2. Students will complete outlines and/or journals from at least 4 reading selections.
3. Students will write 4 essays using different patterns of development (narrative/memoir, Scholarship application, illustration/summary-response, and compare/contrast).
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). As part their post-assessment, an in-class essay (classification/division) will be included.
6. An English Writing Rubric score of 3, 2, 3 will be the benchmark for writing that meets the expectations of the department.

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 or supplemental reading assignments (such as from Smithsonian magazine). Students' ability to read and comprehend these assignments will be measured by classroom discussion, outlines, and journals.

Outcome 2 & 5

1. Students' essays will measure SCCC Outcomes 2 and 5. These assignments require students to apply what they have learned to their own circumstances and the world around them.

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 go to the Student Success Center in the Hobbie Academic building, room A149.

Syllabus Reviewed: 6/22/2022 TW