Course Syllabus

Department: Humanities
Date: June 15, 2015

I. Course Prefix and Number: ENG 090
Course Name: Enhanced Integrated Reading and Writing
Credit Hours and Contact Hours: 4 imputed credits/5 contact hours

Catalog Description including pre- and co-requisites:
This course emphasizes the basic rhetorical principles needed for college-level reading and writing. An emphasis is placed on developing fundamental strategies to bolster necessary reading skills as well as analytical and critical thinking skills that are crucial to developing essays across a variety of genres and disciplines. This course also includes a studio (lab) session where students will focus on the affective aspects of assignments, allowing them to connect their lives outside the classroom to the work within it. This course is a prerequisite for English 101 for students who place into it via the placement exam. This course carries imputed (financial aid) credit.

Relationship to Academic Programs and Curriculum including SUNY Gen Ed designation if applicable:

II. Course Student Learning Outcomes: State the student learning outcome(s) for the course (e.g. Student will be able to identify…)
After completing this course, the student will:
1. read texts rhetorically in order to understand the choices made by the writer and how the student may use the same strategies in his/her own writing.
2. utilize active reading strategies to interact with texts in a purposeful manner.
3. demonstrate use of the processes of reading and writing in composing for an audience.
4. identify and explain the value of using proper grammatical conventions in various reading and writing situations.
5. reflect on his/her own behaviors and develop skills necessary to succeed in college.

College Learning Outcomes Addressed by the Course: (check each College Learning Outcome addressed by the Student Learning Outcomes)

- writing
- oral communications
- reading
- mathematics
- critical thinking
- computer literacy
- ethics/values
- citizenship
- global concerns
- information resources
III. **Assessment Measures (Summarize how the college and student learning outcomes will be assessed):** *For each identified outcome checked, please provide the specific assessment measure.*

<table>
<thead>
<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg: writing</td>
<td>eg: student will complete a research paper</td>
</tr>
<tr>
<td>Reading, writing, self-reflection</td>
<td>Students will read narratives by authors detailing the obstacles they overcame during their education and utilize active reading strategies to organize information in preparation for writing. They will then write an essay making connections to their own struggles. Students must demonstrate and include the various stages of the writing process including: prewriting, drafting, peer review, reflection on changes, and final draft. They must also incorporate the information from the readings into their essay.</td>
</tr>
</tbody>
</table>

IV. **Instructional Materials and Methods**

**Types of Course Materials:**

- textbook on integrated reading and writing
- textbook chapters from a variety of disciplines
- articles
- visual texts
- electronic resources (blogs, wiki, etc.)
- videos
- audio resources
- books (nonfiction and fiction)

**Methods of Instruction (e.g. Lecture, Lab, Seminar ...):**

- collaboration with students and teachers
- modeling of various techniques
- discussions (online and face-to-face)
- reflective writing

V. **General Outline of Topics Covered:**

- active reading strategies
- reading process
- writing process
- summary
- vocabulary
- mining text for deeper meaning
- read/study strategies
- metacognitive strategies
- affective impacts on learning