

**Department:**

English

**Course Description:**

This course is designed to develop student proficiency in college reading and writing. In this course students will apply critical thinking skills, critical reading skills, and writing skills to narrative and expository texts. In addition, students will develop skills in document design, researching, and documentation. Upon completion, students will 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 ENG 101 College English I and in the workforce.

**Course Competencies:**

Upon completion of the course, the student should be able to:

1. Employ a variety of vocabulary enhancement techniques.
2. Identify the stated and implied thesis in written text.
3. Locate and interpret supporting details in written text.
4. Achieve competency in mapping and outlining written text.
5. Interpret graphics.
6. Infer and draw conclusions from written text.
7. Paraphrase and summarize written text.
8. Employ previewing, scanning, questioning, reviewing, and annotating as comprehension strategies.
9. Recognize and use basic figurative language.
10. Analyze purpose, tone, and style.
11. Demonstrate comprehension by responding to written material in a variety of methods.
12. Apply reading skills to content area materials and independent learning.
13. Choose a topic and write a composition for a specific purpose and audience.
14. Develop skills in prewriting and planning.
15. Develop a clear, concise thesis statement.
16. Support the thesis statement with specific examples and details.
17. Compose effective introductions and conclusions.
18. Correctly use effective transitions.
19. Apply usage, mechanics, and grammar concepts to written and spoken Standard English.
20. Distinguish fact from opinion.
21. Compose a five-paragraph description essay.
22. Compose a five-paragraph illustration/exemplification essay.
23. Compose a five-paragraph cause and effect essay.
24. Compose an MLA summary/response essay.
25. Compose an MLA synthesis/analysis essay.

**Course Content:**

- A. Introduction to Reading and Writing
- B. Preparing to write

- C. Writing Effectively
- D. Writing and Organizing Paragraphs
- E. Classroom assessment techniques
- F. Reading and Writing: Narration
- G. Reading and Writing: Exemplifying/ Illustrating
- H. Reading and Writing: Argument
- I. Reading and Writing: Cause and Effect
- J. Research

## Learning Assessments:

Class discussion, lecture, and group work will be used to introduce and review topics. A reading/writing assessment, developed by the lead instructors, will be administered at both the beginning and end of each semester. The final reading/writing assessment will count as 20% of the final grade for each student. A 70% is required for successful completion of this course. Any grade below 70% will result in a failing grade for the course.

## Instructional Materials:

Textbook: Flachmann, K. (2017). *MOSAICS: Reading and Writing Essays* (7<sup>th</sup> Ed.). New York, NY: Pearson Publishing. ISBN-13: 978-0134021676

Supplemental Reading/Writing Material (Example: vocabulary workbook, formatting guide, novel, drama, and/or periodical of instructor's choice)

### **Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

### **A Note on Harassment, Discrimination and Sexual Misconduct**

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).