

Date Adopted: 2018

Date Reviewed:

Date Revised:

Alabama Department of Postsecondary Education

*Representing Alabama's Public Two-Year College System
Jefferson State Community College*

I. ENR 098 Integrated Reading and Writing – 4 Institutional Semester Hours

II. Course Description:

This course integrates reading and writing skills students need to comprehend and interact with college-level texts and to produce original college-level writing. Reading skills will center on processes for literal and critical comprehension, as well as the development of vocabulary skills. Writing skills will focus on using an effective writing process including generating ideas, drafting, organizing, revising and editing to produce competent essays using standard written English. This course may include a one-hour lab component.

III. Prerequisite

None

IV. Textbooks

Common Ground, current edition, eds. Lisa and Kent Hoeffner
or other Supplementary textbook

V. General Course Competencies

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

1. The student will locate textual information; describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. The student will comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. The student will identify and analyze the author's message across a variety of texts.
4. The student will describe and apply insights gained from reading and writing a variety of texts.
5. The student will write effective sentences using varied structures.
6. The student will compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advances the writer's purpose.
7. The student will demonstrate the ability to use an effective writing process to produce paragraphs and brief compositions in Standard English.
8. The student will recognize and apply the conventions of Standard English in reading and writing.

VI. GENERAL EDUCATIONAL STUDENT LEARNING OUTCOME(S): (SLOs)

All associate degree graduates should be able to demonstrate proficiency in the communication skills of reading, writing, listening, and speaking. **THIS DOES NOT DETERMINE GRADE IN THE COURSE – THIS IS FOR INSTRUCTIONAL EFFECTIVENESS ONLY.**

1. Students will demonstrate reading comprehension competence appropriate for college-level reading: Main Idea; Supporting Detail; Sentence Relationships, including patterns of organization; Inference; and Author's Purpose/Rhetorical Strategies and Tone
2. Students will understand Standard English grammar and apply this to their writing. Students will also exhibit a variety of sentence structures (simple, compound, complex) written with correct mechanics.
3. Students will create a thesis statement using specific examples, facts, or details that is developed in coherent, cohesive, and supportive body paragraphs.

VII. Course Objectives Stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Write sentences
 1. Create grammatical sentences in Standard English
 - a. Identify phrases and dependent and independent clauses
 - b. Distinguish among sentences, sentence fragments, and fused sentences
 - c. Maintain subject-verb and pronoun-antecedent agreement
 - d. Use pronoun cases correctly
 - e. Use verb form and tenses correctly
 2. Handle mechanics correctly
 - a. Avoid comma splices and fused sentences
 - b. Use other marks of punctuation correctly
 - c. Use correct spelling
 3. Improve sentence development
 - a. Use both coordination and subordination
 - b. Use parallel structure when needed
 - c. Avoid misplaced modifiers
 - d. Avoid dangling modifiers
 - e. Avoid shifts among sentence parts
- B. Plan and write at least four well-developed paragraphs in Standard English
 1. Write the topic sentence
 - a. To restrict the topic sufficiently for detailed development
 - b. To express clearly the student's purpose in writing the paper
 2. Write the supporting sentences
 - a. To provide specific, concrete details that both relevantly and adequately support the topic sentence
 - b. To display clear, logical organization
 - c. To maintain a consistent point of view
 - d. To exhibit variety in sentence structure
 - e. To reflect appropriate diction
 3. Write the concluding sentence
- C. Plan and write at least two multi-paragraph papers (of approx. 500 words each), in Standard English
 1. Write a paper that reflects the following structure
 - A. An introductory paragraph that
 1. Begins effectively
 2. Contains a thesis statement
 - (a) To restrict the topic sufficiently for detailed development
 - (b) To express clearly the student's purpose in writing the paper
 - B. Body paragraphs, each of which
 1. Contains a topic sentence
 - (a) To express clearly one aspect of the thesis statement
 - (b) To indicate logical development of the thesis statement
 - (c) To control the size and scope of the respective paragraphs
 2. Contains specific, concrete details that both relevantly and adequately support the topic sentence
 - C. An effective concluding paragraph
 2. Write a paper that displays the following attributes
 - a. Clear, logical organization
 - b. Clear sentence structure
 - c. Correct punctuation
 - d. Consistent point of view
 - e. Variety in sentence structure
 - f. Appropriate diction
 3. Write a paper that is free of fundamental grammar and mechanical errors that, in the instructor's judgment, undermine the impact of the paragraph or essay, such as:
 - a. Sentence boundary problems (fused sentence, comma splice, fragment)
 - b. Disagreement of subject and verb
 - c. Spelling
- D. Practice the strategies in the composing process.

VIII. Class Activities:

- a. Read assignments
- b. Listen to lectures
- c. Participate in discussions and oral presentations
- d. Complete lab component work
- e. Plan papers
- f. Write papers
- g. Revise papers

IX. Evaluation:

To complete this course, the student must be able, in the instructor's judgment, to respond to an assigned, general-interest topic by writing an expository multi-paragraph paper that indicates a readiness to begin composition at the English 101 level. The instructor will provide a specific grading scheme for this course.

Grading Scale:

A= 90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

X. Attendance and Withdrawal

Class attendance is an essential part of the educational process at Jefferson State, and students are expected to attend all classes for which they are registered to facilitate their academic success. In general, academic performance is impacted by the number of classes a student attends. Financial Aid and other scholarship programs may require stringent attendance. If a student has excessive absences and is in jeopardy of failing the course, she/he is encouraged to consult with the instructor. Instructors will not withdraw students for any reason. If a student fails to officially withdraw from a course, this could result in a grade of "F". Students receiving financial aid or scholarships should consult the Financial Aid Department or their scholarship coordinator to determine how an "F" or "W" may affect their tuition assistance.

XI. Statement on Discrimination/Harassment

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

XII. Americans with Disabilities

Jefferson State Community College is compliant with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1999 as amended in 2008. Students having known disabilities requiring academic accommodations should contact the ADA Accommodations office for an appointment (arsherman@jeffersonstate.edu) or 205-856-6077.

XIII. Academic Honesty Code: Students are required to conform to the JSCC Academic Honesty Code. It states that all students are expected to act with integrity in the performance of their academic work. Any student who fails to act with integrity in the performance of his or her academic work may be charged with a violation of the Academic Honesty Code. In practice, this means that all students are expected to complete their own course work, and any student found violating the Academic Honesty Code can expect reprimand and penalties. Violations include, but are not limited to, the following: cheating on a quiz, exam, or assignment; copying the work of another; submitting as your own work assignments, outlines, or papers that have been completed by another; inventing data or information; plagiarizing (taking the ideas, data, writings, etc. of another and passing them off as your own and/or failing to properly document sources used in the preparation of an assignment). Penalties for violations range from a zero on the assignment, paper, or exam or an "F" in the course to probation, suspension, or permanent dismissal from the college. Disciplinary sanctions shall be part of the student's educational records. When such penalty is imposed, it shall be indicated in the student's record and may appear on the student's transcript. See the College Catalog and Student Handbook for detailed information concerning violations and penalties. **Violations of the Academic Honesty Code will not be tolerated.**

XIV. Statement on Literary Content (Communications Division): In the classroom, instructors have full freedom to discuss their subjects. They should not introduce into their teaching irrelevant controversial matter. Within this limitation, the college protects the rights of both the students and instructors to a “free search for truth in its exposition.” The nature of literature discussion in class is not to advance a religious or political agenda, but to raise universal questions about human nature and engage reaction. Therefore, the experience of literature is bound to involve controversial subject matter at times. In the classroom, open expression of ideas and opinions is not only allowed but required, and students must be willing to respond honestly to literary texts. Predetermination of the material that would offend any individual is neither possible, nor a desirable course of action. Eliminating certain works from the reading list would be tantamount to (the same as) censorship. Changing the original text in any way only serves to distort it. Our goal in the Communications Division is to enhance intellectual growth, not to limit it.