

Alabama Department of Postsecondary Education

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

I. ENR 098 Writing & Reading for College – 4 Institutional Semester Hours

II. Course Description:

Writing and Reading for College 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 enhancement 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 English. This course may include a one-hour lab component.

III. Prerequisite

Appropriate placement score

IV. Textbooks

Due to the varied selection of quality college level textbooks, each college will select the textbook needed to meet the requirements of this course.

V. General Course Competencies

By the end of the course, students will be able to

1. locate textual information; draw complex inferences; and describe, analyze, and evaluate the information within and across multiple texts of varying lengths using effective strategies.
2. comprehend and use vocabulary effectively in reading and writing.
3. identify and analyze the author's message across a variety of text.
4. describe and apply insights gained from reading and writing a variety of texts.
5. use an effective writing process to compose a variety of writings that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. 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 appropriate for college-level reading in a written assignment or exam.
2. Students will apply the rules of Standard English grammar and mechanics and sentence structure to a written composition.
3. Students will communicate a developed idea by writing a unified essay with a predictive introduction and thesis; supportive body paragraphs which include relevant examples, facts, and details; and a summative conclusion.

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 and Assessment:

- Each student must write at least four paragraph compositions and two extended compositions.
- Grading must be based on at least 80% of grades earned on compositions.
- Grades will be given based upon the A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F=below 60% scale.
- A grade of C or better must be earned to advance to ENG 101.

X. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

XI. Statement on Discrimination/Harassment

It is the official policy of the Alabama Community College System and entities under its control, including all Colleges, that no person shall be discriminated against on the basis of any impermissible criterion or characteristic, including, without limitation, race, color, national origin, religion, marital status, disability, sex, age, or any other protected class as defined by federal and state law. (ACCS Policies 601.02 and 800.00)

XII. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College.