



ENGL098 - Integrated Reading and Writing II

Document Type: Master Course Outline

Proposal Type: Revision

Requester(s): Leticia Y Lopez

College: South

Origination Approved: 11/22/2017 - 12:25 PM

BASIC INFORMATION

Requester(s): Leticia Y Lopez

College: South Seattle College

Division/Dept: Academic Programs

Dean: Laura F Kingston

Peer Reviewer(s): Paige E Talbot

COURSE INFORMATION

Proposed Course Number:

Prefix: ENGL Number: 098

Request a new Prefix

This will be a common course

Full Title: Integrated Reading and Writing II

Abbreviated Title: Reading and Writing II

Catalog Course Description:

This course provides students with opportunities to further develop the reading, writing, and critical thinking skills needed to write in academic settings. Topics include reading and writing processes, critical thinking strategies, study skills, and grammar instruction. Upon completion, students should be able to apply these skills toward understanding a variety of academic and career-related texts and composing a college-level essay. Prereq: Placement Test or Appropriate Prerequisite.

Course Length: 11 Weeks

Request an Exception

Topical Outline:

NOTE: Unless otherwise indicated, competencies in this class are being reinforced. Competencies labeled with an (I) are being introduced at this level.

1. DEMONSTRATE THE USE OF ACTIVE PRE-READING, READING, AND POST-READING STRATEGIES

Pre-reading Strategies

- Choose and effectively employ appropriate reading strategies to comprehend texts at a career and college ready level. (I)
- Activate prior knowledge using text markers (titles, headings, etc.), graphics, and textual aids (objectives, discussion questions, etc.).

### During Reading Strategies

- Use context clues and word-part analysis to comprehend texts at the career and college ready level and expand personal vocabularies. (I)
- Distinguish between connotative and denotative meanings and between informal and formal language. (I)
- Identify and define unfamiliar vocabulary and concepts within a text.
- Identify and differentiate between main ideas and supporting ideas.
- Write relevant questions and implications in a text's margins at the college ready level. (I)
- Connect ideas in a text to another text and/or the world. (I)
- Annotate, highlight, and underline texts to identify important vocabulary, main ideas or thesis concepts, supporting details and examples, and other key pieces of information. (I)
- Employ metacognitive strategies to monitor comprehension. (I)

### Post-reading Strategies

- Identify inferences, explicit/implicit main ideas, and supporting details in course texts and student writings.
- Respond in writing to texts using text-to-self, text-to-text, and text-to-world connections. (I)
- Reflect on course readings and reading process through writing.
- Establish relationship between main idea and supporting details.
- Summarize texts at a career and college ready level. (I)

## **2. DEMONSTRATE THE USE OF THE WRITING PROCESS, INCLUDING PREWRITING, DRAFTING, PEER-REVIEWING, REVISING, PROOFREADING, AND EDITING**

### Pre-writing Strategies

- Employ a variety of prewriting strategies to generate ideas and narrow the focus of the subject.
- Establish a clear main idea (thesis). (I)
- Generate supporting details for a specific purpose and audience to determine appropriate organization.

### Drafting Strategies

- Apply effective grammar to compose strong and clear sentences.
- Compose and revise drafts by adding, deleting, and reorganizing content to ensure a narrow focus, a clear main idea, and adequate supporting details.
- Prepare final drafts according to appropriate formatting, documentation, and citation guidelines (APA, MLA, Chicago, etc.). (I)

### Peer-Reviewing Strategies

- Assess classmates' work using specific criteria such as a rubric or list of guiding questions.
- Provide feedback that is clear, understandable, and constructive.
- Use critical thinking skills to pose questions that encourage alternate perspectives and/or promote the growth of ideas. (I)
- Make effective use of feedback in revision.

### Editing and Proofreading

- Use editing and proofreading strategies to identify and correct grammatical, mechanical, and spelling errors in drafts.

## **3. APPLY CRITICAL THINKING STRATEGIES IN READING AND WRITING**

### Critical Thinking Strategies

- Identify certain types of figurative language—for example, simile, metaphor, personification. (I)
- Determine the author's purpose in texts at a career and college ready level. (I)

- Determine the author's point of view in texts at a career and college ready level. (I)
- Identify fact and opinion statements in texts at a career and college ready level. (I)
- Use inferencing skills to determine alternate interpretations. (I)
- Identify bias, logical fallacies, and rhetorical strategies. (I)
- Compose texts that demonstrate a consistent point of view, a clear purpose, appropriate tone for the subject, and appropriate use of facts and expert opinions. (I)

#### **4. RECOGNIZE AND COMPOSE WELL-DEVELOPED, COHERENT, AND UNIFIED TEXTS**

##### Composition Skills

- Identify main idea (thesis) in texts at a career and college ready level. (I)
- Write clear, focused topic and thesis statements for essays. (I)
- Assess, synthesize, and integrate relevant and valid evidence in body paragraphs to support a thesis statement. (I)
- Avoid plagiarism by paraphrasing textual information when composing an essay. (I)
- Identify and use a variety of sentence structures when writing. (I)

##### Organizational Strategies

- Compose body paragraphs which consistently support the thesis statement of an essay. (I)
- Employ a variety of organizational patterns to draft texts.
- Employ transitional words and phrases, repetition of keywords, and synonyms to connect ideas and achieve coherence in writing.

#### **5. DEVELOP VOCABULARY, STUDY SKILLS, METACOGNITIVE, AND PERSISTENCE STRATEGIES FOR READING AND WRITING**

##### Vocabulary Skills

- Build appropriate academic vocabulary and language for reading and writing tasks.
- Build vocabulary and phrasing for rhetorical purposes.

##### Study Skill Strategies

- Enhance study skills required for college success, including time management skills, stress management, organizational strategies, in-class discussion skills, cooperative learning, and note taking skills.

##### Metacognitive Strategies

- Use metacognitive skills--reflection and self-regulation--in order to activate learning and monitor comprehension. (I)

##### Persistence Strategies

- Use skills and habits required for college success including goal setting, managing distractions, self-efficacy, perceived responsibility for learning, self-reflection, and persisting past obstacles or challenges. (I)
- Use campus resources that support reading and writing such as the writing center, library, and course instructors. (I)
- Improve reading and writing skills through instructor, self, and peer feedback.

#### **6. EMPLOY APPROPRIATE TECHNOLOGIES WHEN READING AND WRITING**

- Use technology to generate material for writing.
- Use an appropriate word processing program.
- Use technology when drafting and revising texts

**COURSE CODING**

**Funding Source:** 1.....State

**Institutional Intent:** 12.....Basic Skills/Developmental/Pre-College

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**Will this course transfer to a 4-year university?** **No**

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**Is this course designed for Limited English Proficiency?** **No**

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**Is this course designed for Academic Disadvantaged?** **Yes**

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**Does this course have a Workplace Training component?** **No**

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**CIP Code:** 33.0103  Request Specific CIP Code

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**Credits:**

**Will this course be offered as Variable Credit?** Yes  
**No**

**List Course Contact Hours**

Lecture (11 Contact Hours : 1 Credit)	110
Lab (22 Contact Hours : 1 Credit)	0
Clinical Work (33 Contact Hours : 1 Credit)	0
Other (55 Contact Hours : 1 Credit)	0
Total Contact Hours	110
Total Credits	10

**This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.**

Faculty involved in originating this program:

Leticia Y Lopez  
Print Name

Leticia Y Lopez  
Signature

11/22/2017  
Date

Dean:

Laura F Kingston  
Print Name

Laura F Kingston  
Signature

10/2/2017  
Date

**Results of SSCC Curriculum Coordinating Council Findings**

**Participating Faculty Response and Remarks**

- Recommended for approval
- Not recommended for approval
- This course has not yet reached Committee Review

Chairman, Curriculum Coordinating Council:

Print Name

Signature

Date

Vice President for Instruction:

Peter H Lortz  
Print Name

Peter H Lortz  
Signature

11/22/2017  
Date