Discipline: English

1. COURSE IDENTIFICATION: ENGL 475

2. COURSE TITLE: Fundamentals of College Reading and Writing

3. UNITS: 4
   Lecture Hours: Normal: 72 Range: 64 - 76

4. GRADING: Letter Grade

5. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

6. REQUIRED AND/OR RECOMMENDED BACKGROUND:
   Prerequisite(s):
   ENGL 575 Introduction to College Reading and Writing

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<th>Apply critical thinking and reading strategies (previewing, predicting, questioning, making connections, visualizing, contextualizing, reviewing, evaluating, and reflecting) to comprehend a variety of nonfiction texts in various disciplines.</th>
<th>ENGL 575 - Apply appropriate reading strategies (e.g. previewing, adjusting rate according to purpose, annotating, questioning, evaluating, confirming, challenging, “reading between the lines,” identifying main ideas and patterns, outlining) to comprehend a variety of texts across the disciplines.</th>
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<td>Arrange main ideas and supporting details into passages, including common academic essay elements (thesis statement, topic sentences, evidence and analysis) to create an effective essay containing introductory, body, and concluding paragraphs that address a central idea.</td>
<td>ENGL 575 - Construct coherent writings with a controlling idea and paragraphs that support it.</td>
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<td>Analyze uses of rhetorical development strategies and related transitions in nonfiction texts and effectively incorporate uses of selected rhetorical strategies in one’s own writing.</td>
<td>ENGL 575 - Identify rhetorical features in nonfiction readings, and incorporate uses of selected rhetorical strategies (e.g. description,</td>
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Demonstrate expanded knowledge of academic/specialized/technical vocabulary in nonfiction texts, by utilizing contextual references, applying effective word choice, and employing mostly college-level diction in one's own writing.

ENGL 575 - Contribute to academic dialogues through reading, writing, and critically thinking about ideas, presented in increasingly sophisticated texts.

7. CATALOG DESCRIPTION:
Careful study and practice of critical thinking, reading, and expository writing techniques, using primarily nonfiction texts, and the frequent writing of compositions with the ultimate goal of writing an essay using sources. Prepares the student for English 1A and a variety of academic disciplines. Five hours of supplemental learning in a Success Center that supports this course are required.

8. CONTENT (Scope and Description of Content):
Order and emphasis of core topics may vary from instructor to instructor.
A. Academic reading and writing contexts (audience, purpose, tone, bias, inference, etc.)

B. Critical thinking and reading strategies for non-fiction texts (comprehension, analysis, evaluation, synthesis)

C. Development and application of academic vocabulary

D. Patterns of essay organization and development (including exposition and argumentation)

E. Elements of an effective academic essay (thesis, supporting evidence, coherence, etc.)

F. Application of the writing process

G. Revising and editing instruction tailored to the student's individual needs

H. Introduction to the research process, MLA format, and the use of sources

I. Academic success strategies (notetaking, outlining, annotating, etc.)
9. OBJECTIVES:

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

 A. Apply critical thinking and reading strategies (previewing, predicting, questioning, making connections, visualizing, contextualizing, reviewing, evaluating, and reflecting) to comprehend a variety of nonfiction texts in various disciplines.
 B. Identify thesis statements, implicit arguments, supporting evidence, and conclusions in a variety of nonfiction texts.
 C. Arrange main ideas and supporting details into passages, including common academic essay elements (thesis statement, topic sentences, evidence and analysis) to create an effective essay containing introductory, body, and concluding paragraphs that address a central idea.
 D. Apply the various steps and stages of the writing process to one's own writing and the evaluation of peer writing.
 E. Synthesize information from outside sources (attributing quotes, paraphrasing, and differentiating between one’s own ideas and those of others).
 F. Analyze the presentation of information, patterns of organization, and visual aspects of layout employed by textbooks and other nonfiction texts.
 G. Analyze uses of rhetorical development strategies and related transitions in nonfiction texts and effectively incorporate uses of selected rhetorical strategies in one’s own writing.
 H. Analyze audience, purpose, and tone in a variety of nonfiction texts and select an appropriate voice for readers in one’s own writing.
 I. Demonstrate expanded knowledge of academic/specialized/technical vocabulary in nonfiction texts, by utilizing contextual references, applying effective word choice, and employing mostly college-level diction in one's own writing.
 J. Analyze and evaluate one's own comprehension of nonfiction texts by employing various reading strategies, including metacognitive skills (schema usage, self-regulation).
 K. Analyze the organizational patterns of a variety of nonfiction texts and apply these patterns to various types of essay development, including exposition and argumentation.
 L. Recognize and address higher-order and lower-order concerns and areas for growth in one’s own writing.
 M. Explain and demonstrate the specific characteristics that contribute to effective academic writing.
 N. Define a research topic, posing relevant questions with an appropriate scope.
 O. Identify and utilize a variety of effective support and credible sources for a research essay (details, examples, facts, anecdotes, expert quotes, etc.).
 P. Critically evaluate and respond to bias, propaganda, argument, and historical and biographical contexts in a variety of nonfiction texts.

10. METHODS OF INSTRUCTION:

 Instructors may employ any of the following instructional methodologies:

 A. Lecture
 B. Laboratory assignments
 C. Demonstrations
 D. Internet instruction
 E. Collaborative Group Work
F. Web-based presentations
G. One-on-one tutorials
H. Outside research
I. Practicum
J. Skill-building exercises
K. Small group or directed class discussion
L. Student-instructor conferences
M. Study groups
N. Computer assisted instruction
O. Other: Homework, exercises

11. OUT-OF-CLASS ASSIGNMENTS:

The following assignments are representative. Specific assignments will vary from instructor to instructor.
A. Reading
   Websites, Course handouts, Textbooks
   In class and as homework, students will critically read an instructor-selected piece of nonfiction and will identify main ideas, supporting details, and organizational methods.
B. Writing
   Notebook/journal, Paragraphs, Essays, Research papers, Responses/Reactions
   After critically reading a nonfiction selection, students will prepare, via journal entries, for class discussion of how the author's choice of rhetorical mode (comparison-contrast, definition, process analysis, etc.) effectively engages his/her intended audience.
   Students will define a research topic, pose relevant questions, and develop an essay that includes common academic essay elements, integrates sources, and utilizes MLA format.
C. Critical Thinking
   Summarizes the problem/question/work assignment, Considers the influence of context and assumptions, Analyzes appropriate supporting data/evidence
   Students will be asked to read two contrasting essays on a social issue. Based on this reading, students must identify the author's purpose, tone, bias, audience, thesis, argument, support, types of claims, evidence, etc. in preparation for including these elements in their own writing.
D. Other

12. METHODS OF EVALUATION:

The following evaluation methods are representative. Specific applications will vary from instructor to instructor.
A. A grading scale specified in the course syllabus
B. Analytical projects
C. Application of knowledge/skill
D. Class presentations
E. Completion of homework assignments
F. Essay exams
G. Essays
H. Group projects
I. Journals
J. Notebooks
K. Participation in classroom discussion
L. Portfolios
M. Research papers
N. Written reports

13. TEXTS AND SUPPORTING REFERENCES:
Instructors may choose from among the following representative texts

Texts: