

VERNON COLLEGE
SYLLABUS

DIVISION: Communications

DATE: 2019-2020

COURSE NUMBER AND TITLE: ENGL 0306 Integrated Reading and Writing II

CREDIT HRS: 3 HRS/WK LEC: 3 HRS/WK LAB: 0 LEC/LAB COMB: 3

I. VERNON COLLEGE GENERAL EDUCATION PHILOSOPHY STATEMENT

General education at Vernon College reflects the institution's deep conviction that successful, satisfying lives require a wide range of skills and knowledge. Through the Texas Core Curriculum and through support and reinforcement in all non-core courses, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

CORE OBJECTIVES (GENERAL EDUCATION OUTCOMES)

- Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

II. CATALOG DESCRIPTION:

Prerequisite: Successful completion (C or Better) of ENGL 0305 or TSIA Reading score above 340 AND Writing score above 330 (No ABE). Integration of critical reading and academic writing skills. This intervention is taught at the upper (exit) level and successful completion fulfills TSI requirements for reading and/or writing. Special Fee: \$17.00

Taught as a Co-Requisite with ENGL 1301.

III. REQUIRED BACKGROUND:

Prerequisite: Successful completion (C or Better) of ENGL 0305 or TSIA Reading score above 340 AND Writing score above 330 (No ABE).

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IV. STUDENT E-MAIL:

All students should activate and regularly check their Vernon College issued student email account. Student emails are an official form of communication between Vernon College and students and will be used by various components of the college including the Office of Financial Aid, Admissions & records, the Business Office, Student Services, and Instructional Services.

Additionally, an active VC student email account is required for students to access online courses and supplemental instruction provided on the College's Learning Management System – *Canvas*.

V. TEXTS, OTHER REFERENCE MATERIALS:

Axelrod, Rise B. et al. *Reading Critically, Writing Well: A Reader and Guide*. 11th edition. Macmillan. 2017.

Bullock, Richard, et al. *The Little Seagull Handbook with Exercises*. 3rd edition. Macmillan, 2017.

V. METHODS OF INSTRUCTION:

Use of new instructional and learning assistance strategies and emerging technologies, such as online writing resources and environments, collaborative and interactive learning methods, lecture, discussion, group work, oral work on textbook exercises, in-class written exercises, short paragraph, and essay writing assignments. Incorporation of audio-visual materials, online textbooks, and other authoritative Internet resources into the instructional model.

Students desiring auxiliary aids and services for this course should make their requests to the instructor and the PASS Department Director/Office for Students with Disabilities Coordinator.

VII. COURSE CONTENT:

Students taking this course will work to become proficient with college-level reading and writing skills.

VIII. COURSE OUTCOMES:

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

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.

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5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

IX. ASSESSMENT:

Students will demonstrate proficiency in the outcomes listed above through active participation in class activities, timely submission of assignments, satisfactory performance on quizzes/examinations, and successful completion of at least five (5) academic essays.

Students are encouraged to retake TSIA during and after the course. Students receiving a C or better in this exit-level course may advance to college-level reading and writing classes.

X. ATTENDANCE FOR DEVELOPMENTAL ACTIVITIES:

Students who are required to enroll in developmental courses must participate continuously in a developmental program until all Texas Success Initiative requirements are satisfied. Students enrolled under these restrictions will be withdrawn from the College if they exceed the allowed number of absences in a developmental course(s) and this was the only developmental work the student was participating in due to failure on the placement test.