



organization and sentence structure. This four-credit class meets for four hours each week: two hours in a traditional classroom and two hours in a computer lab.

### **III. Statement of Course Need**

- A. This course meets the needs of students who lack the necessary reading and writing skills to complete credit-bearing courses successfully. This course will provide students with an integrated approach to college reading and composition.
- B. This course does not have a Lab component.
- C. This course is not designed for transfer.

### **IV. Place of Course in College Curriculum**

This course is neither an elective nor a General Education Elective. This is a second-level developmental course that carries no graduation credit.

### **V. Outline of Course Content**

The following outline of course content does not reflect a hierarchical order as the skills are taught in combination and are reinforced throughout the semester. Following a thematic, process-oriented approach, students will read and analyze a variety of fiction and non-fiction texts of increasing complexity, and write narrative, comparative, and argumentative essays organized around a main idea. Students will demonstrate the ability to comprehend and analyze texts for the main idea or meaning and will demonstrate the ability to write essays that reflect unity and cohesion. To that end, the course content will be organized around the following common strategies of reading and writing development:

- A. The pre-reading and pre-writing stage: during this stage students will focus on strategies used in the “pre” stages of reading and writing.
  - 1. Free writing
  - 2. Brainstorming
  - 3. Question forming
  - 4. Listing
  - 5. Clustering
  - 6. Organizing
- B. The during-reading and during-writing stage: during this stage students will focus on strategies used while engaged in reading and writing activities.
  - 1. Annotating
  - 2. Highlighting and underlining

3. Using graphic organizers
  4. Summarizing
  5. Paraphrasing
  6. Outlining
  7. Making connections beyond the literal text
  8. Identifying and providing evidence
  9. Drafting unified and cohesive paragraphs
- C. The post-reading and post-writing stage: during this stage students will focus on strategies used after students have read a text or drafted an essay.
1. Identifying the main idea of a written or visual text
  2. Reader response
  3. Peer review
  4. Editing for sentence sense
  5. Revising for paragraph unity and cohesion
  6. Self-reflection

## **VI. General Education and Course Learning Outcomes**

### **A. General Education Learning Outcomes:**

**At the completion of the course, students will be able to:**

1. demonstrate the requirements for good essay organization (NJ GE 1).
2. use evidence to support claims (NJ GE 1).
3. use the writing process for essay development (NJ GE 1).
4. demonstrate better control of the grammatical and mechanical structures used in academic writing (NJ GE 1).
5. demonstrate reading comprehension (NJ GE 1).
6. analyze texts for discussion and writing (NJ GE 1).

### **B. Course Learning Outcomes: same as above**

### **C. Assessment Instruments**

This course may employ the following assessment methods:

1. essays
2. portfolios
3. class participation
4. quizzes

## **VII. Grade Determinants**

Introduction to College Reading and Composition II requires the development of a portfolio which will include a table of contents, a self-reflection, a common in-class diagnostic essay, a text-based essay, and a common in-class final essay.

The student's grade for the course and subsequent placement in the composition sequence are determined solely by the portfolio, which is evaluated anonymously by at least one member of the faculty in addition to the course instructor. Because regular submission of work over the course of the semester is integral to preparing students to be successful in ENGL 111, course instructors determine students' eligibility to submit a portfolio based on course completion. This includes:

- A. Completing at least four out-of-class essays and three in-class essays, including drafts and peer-review process, throughout the semester.
- B. Attending class regularly, missing no more than the RVCC attendance policy allows.
- C. Participating in the course, including completing in-class exercises, homework, and reading assignments regularly.

The portfolio will assess the following learning outcomes:

- A. Demonstrate the requirements for good essay organization (NJ GE 1).
- B. Use evidence to support claims (NJ GE 1).
- C. Demonstrate better control of the grammatical and mechanical structures used in academic writing (NJ GE 1).
- D. Demonstrate reading comprehension (NJ GE 1).
- E. Analyze texts for discussion and writing (NJ GE 1).

This course will include the following modes of teaching:

- A. lecture/discussion
- B. small-group work
- C. student collaboration
- D. computer-assisted instruction

### **VIII. Texts and Materials**

The following types of course materials may be used.

- A. Thomas Cooley, *The Norton Sampler* (current edition for each semester).
- B. Wes Moore, *The Other Wes Moore*
- C. Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*
- D. Ray Bradbury, *Fahrenheit 451*

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

### **IX. Resources**

In addition to a regular classroom, this course will require the weekly use of a computer lab. The library may also be used.

### **X. Honors Options**

There is no Honors Option for this course.