COURSE OUTLINE

Course Number ENG 034	**Course Title** Introduction to College Reading II	**Credits** 4
Hours: **Lecture/Lab/Other** 4	**Co- or Pre-requisite** Pre-requisite: Multiple Measures for English Placement or Introduction to College Reading I	**Implementation Semester & Year** Fall 2022

Catalog description:

Designed to foster student engagement with complex ideas from college texts and other media. Students will critically read, analyze, and synthesize readings from across academic disciplines, problem-solving when course material allows, using literacy approaches that will help them grow as readers and thinkers during the semester and beyond.

General Education Category:
Not GenEd
Not GenEd

Course coordinator:
Dr. Christopher Cruz Cullari, (609) 586-4800, ext. 3829, cruzc@mccc.edu

Required texts & Other materials:
Sections of English 034 are required to use the following textbook:

Isaacs, Emily, and Keohane, Catherine. *Intersections: A Thematic Reader for Writers.* Bedford/ St. Martins. 2017. (ISBN: 978-1-319-00496-5)

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:
1. Critically engage with a range of texts using active reading approaches that present reading as a process of reexamination and revision; ILG: 1,11; LAPG 3
2. Create new ideas in response to college-level texts and complex ideas and use evidence to support their thinking; ILG: 1, 8, 9, 10, 11; LAPG 1, 2, 3
3. Summarize, evaluate, and synthesize course topics and individual learning; ILG: 1, 8, 9, 10, 11; LAPG 3
4. Develop the skills to evaluate and solve complex problems presented in texts; ILG: 1, 8, 9, 10, 11; LAPG 1, 3
5. Compose reader response essays and demonstrate an ability to reexamine and revise their original ideas; ILG: 1, 4, 8, 9, 10, 11; LAPG 2, 3, 4
6. Integrate sophisticated vocabulary and meaningfully utilize nuanced language in writing assignments; ILG: 1, 8, 9, 10, 11; LAPG 1, 2, 3
7. Use technology effectively to research and present information; ILG: 1, 4; LAPG 2, 3, 4

8. Communicate clearly and with authority about readings and ideas through writing and speaking. ILG: 1, 8, 9, 10, 11, LAPG 2

Course-specific Institutional Learning Goals (ILG):

    Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.
    Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
    Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples
    Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.
    Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
    Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for the Liberal Arts Program (PLO)
Students in Developmental Reading courses will begin to engage in the Liberal Arts Program Goals in a manner that is developmentally appropriate for emerging college-level readers.

1. Understand the vocabulary, methods, and the major concepts present in the humanities, the social sciences, and the natural sciences;
2. Articulate complex ideas clearly and effectively, both verbally and in writing;
3. Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning);
4. Utilize research materials and methodologies;
5. Speak, write, read, and comprehend a world language commensurate with the level of study.

Units of study in detail – Unit Student Learning Outcomes:
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Note: All units of study are tied to the course goals and are presented to students contextually and thematically, rather than sequentially. Engagement with course goals is embedded in course topics contained in course materials from which instructors choose. Course topics examine life in the contemporary United States and often present historical or forward-looking ideas as well. In an effort to help students see themselves as college students, they are encouraged to contextualize these those topics in their own lives and communities, which research strongly suggests is essential to college literacy development. Instructors will work on course goals and unit level objectives throughout the course as they overlap and flow together. Each unit ends at the end of the semester.

Unit I: [Engagement with Reading Strategies] [Supports Course SLOs 1, 2, 3, 4, 5, 6, 8]

Critically engage with a range of texts using active reading approaches that present reading as a process of reexamination and revision

Learning Objectives
The student will be able to:

1. Read independently using a reading strategy such as annotation;
2. Engage in collaborative readings with peers and instructor;
3. Respond to texts in conversation and writing;
4. Discuss readings in large groups, small groups, and online in interactive course forums;
5. Ask questions about readings and/or the ideas presented therein;
6. Reflect on their ideas about readings, reexamine those ideas in conversation, and revise assignments, when appropriate.

Unit II: [Create New Ideas with Text] [Supports Course SLOs 2,5]
Create new ideas in response to college-level texts and complex ideas, and use textual evidence to support their thinking

Learning Objectives
The student will be able to:

1. Connect readings to their own lives, to other readings and media, and to larger topics and concerns that relate to society in writing activities of various lengths;
2. Generate solutions to problems presented from readings and write about them, present them, and reevaluate them;
3. Use ideas and quotes from readings to articulate various points-of-view on course material.

Unit III: [Summarize, Evaluate, Synthesize] [Supports Course SLO 3]
Summarize, evaluate, and synthesize course topics and individual learning

Learning Objectives
The student will be able to:

1. Draft summaries of readings;
2. In writing and in conversation, articulate how they may agree, disagree, or how they have weighed the parts or the whole of a reading's argument;
3. Craft a "working main argument" in reader response essays;
4. Create a portfolio of their work and progression in the course, choosing individual academic artifacts to include, and reflect on their learning in a reflective writing assignment.

Unit IV: [Problem Solving] [Supports Course SLO 4]
Develop the skills to evaluate and solve complex problems presented in texts

Learning Objectives
The student will be able to:

1. Consider their own experiences in relation to readings, and write and talk about these ideas;
2. Informally and in structured ways, compare the ideas presented in readings to what they observed or experienced in their communities or, more broadly, about life in the United States;
3. Collaboratively and on their own, generate possible solutions to challenges presented in texts, integrating specific claims and evidence from texts;
4. Develop a presentation interrogating an important issue presented in readings and solicit responses from their peers in small groups and in formal presentations;
5. Reexamine and revise their thinking about readings, the concepts they present, and the solutions to societal challenges students themselves generated.

Unit V: [Reader Response Essays] [Supports Course SLOs 1, 2, 3, 4, 5, 6, 7, 8]
Compose Reader Response Essays

Learning Objectives
The student will be able to:

1. Draft reader response essays using materials from assigned readings and other media of their choice;
2. Use the Developmental English rubric for reading and writing to check their essays;
3. Revise their essays by reexamining the readings, integrating feedback from instructor and peers, and using the course rubric;
4. Integrate learning from "mini-lessons" on essay conventions and draw on their learning in developmental composition coursework, if applicable.

Unit VI: [Vocabulary] [Supports Course SLO 6]
Integrate sophisticated vocabulary and meaningfully utilize nuanced language in writing assignments

Learning Objectives
The student will be able to:

1. Use terms from readings and other media in conversation and in writing;
2. Create a personal dictionary or some other database of new terms that students find useful;
3. Ask questions about vocabulary and terms of art in annotation activities and in conversation.

Unit VII: [Research and Present] [Supports Course SLO 7]
Use technology effectively to research and present information

Learning Objectives
The student will be able to:

1. Use word processing software to create artifacts of their learning that demonstrate a knowledge of MLA format;
2. Use presentation software to categorize information to effectively present information to their peers;

3. Navigate the internet and academic databases to find reliable information to support their thinking on course readings and topics.

Unit VIII: [Communication and Revision] [Supports Course SLO 8]
Communicate clearly and with authority about readings and ideas through writing and speaking, and demonstrate an ability to revise their original ideas

Learning Objectives
The student will be able to:

1. With a degree of comfort appropriate for emerging college readers, share a point-of-view about a reading or course topic in conversation and writing;
2. Use evidence from readings to speak and write with authority about course material;
3. As they encounter questions or critical feedback to their ideas, return to the readings and reflect on their original thinking that emerged in conversation or in writing.

Evaluation of student learning:

1. Reader Response Essays   40%
   - Students will draft two-three essays using reading materials with an explicit emphasis on promoting reading comprehension, using texts and other media as tools, and ultimately synthesis. Though distinct, these are similar to what they are required to compose in Developmental College Composition and, in the future, English Composition 101.
   - Course-level student learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8

2. Class Participation   20%
   - This category includes student engagement with class activities, discussions, and collaborative work, as well as low stakes reading and writing assignments that foster student learning in class sessions. Research suggests that literacy development is a social act rooted in the exchange of language and ideas and this category of student evaluation is therefore essential.
   - Course-level student learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8

3. Skills-Based Assignments   20%
   - In this area, students are completing written assignments that focus on particular reading skills. Examples include completing a graphic organizer using a chapter of a college textbook, writing a reader's reflection using the "inside out method," and writing about an author's message using quotes from a reading. Highlighting reading as a process that includes reexamination and revision, these assignments allow the instructor to succinctly assess student learning granularly, and in relation to unit level learning objectives.
   - Course-level student learning outcomes: 1, 2, 3, 4, 6, 7, 8

4. Presentation   10%
   - This assignment integrates several course learning objectives and culminates with students presenting interactively to their peers

using presentation software, such as PowerPoint. Students will lead the class through questions that foster whole class discussion and exploration of a topic the student-presenter chooses.
- Course-level student learning outcomes: 1, 2, 3, 4, 6, 7, 8

5. Final College Reading Portfolio with Self-Reflection   10%
- For the final course assignment, again integrating several student learning outcomes, students are asked to assess their individual learning and growth in the course. Students write a self-reflection that references areas where they succeeded, ways they have grown, and areas where still may still have challenges in their literacy development. Students reference specific assignments and activities that contributed to their growth or remain challenging and provide explanation.
- Course-level student learning outcomes: 2, 3, 4, 8

Students must earn a 70% or higher to pass the course.