



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
ENG 033	Introduction to College Reading I	4
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
4	Multiple Measures for English Placement	Fall 2022

Catalog description:

Designed to provide access to collegiate study through engaging students as readers and thinkers while drawing on and integrating their individual life experiences. Students will read, respond to, and think critically about readings, 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: (Name, telephone number, email address)

Dr. Christopher Cruz Cullari, (609) 586-4800, ext. 3829,
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Required texts & Other materials:

Sections of English 033 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. Access and explore knowledge and ideas through various modes: written text, visual text, class discussion, and online resources; ILG: 1, 4, 11; LAPG 2, 3
2. Develop a sense of agency regarding their academic abilities and self-reflect to improve their reading, response, and thinking strategies, and ultimately develop a portfolio of diverse literacy strategies appropriate for different types of texts or academic tasks; ILG: 1, 11; LAPG 3
3. Call upon, value, and utilize their background knowledge, and produce new knowledge in modes such as class discussion and in written assignments of various lengths; ILG: 1, 4, 8, 10, 11; LAPG 2, 3
4. Use iterative and integrated processes of reading, responding, sharing, and critical thinking to complete course assignments that support the developing ideas of beginning college readers and their perspectives on academic concepts; ILG: 1, 8, 10, 11; LAPG 2, 3

5. Compose written assignments of various lengths that bring together, and begin to synthesize, course material and students' development as readers, thinkers, and communicators; ILG: 1, 4, 8, 10, 11; LAPG 2, 3
6. Integrate academic concepts and content authentically into their written artifacts, building facility with language and the ability to use ideas, vocabulary, and terminology to express themselves; ILG: 1, 8, 10, 11; LAPG 1, 2, 3
7. Use technology as a tool to research and present information; ILG: 1, 4, 10, 11; LAPG 2, 3, 4
8. Demonstrate growth as independent readers and learners, engaged in an undergraduate experience that is often social and collaborative, in which they reevaluate ideas, revise thinking, and participate in academic situations that, like life and career, are often challenging, dynamic, and nonlinear. ILG: 1, 8, 10, 11; LAPG 2, 3

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 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 readers in a college setting.

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:

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: [Access and Explore Readings] [Supports Course SLOs 1, 2, 3, 4, 5, 6, 8]

Access and explore knowledge and ideas through various modes: written text, visual media, class discussion, and online resources

Learning Objectives

The student will be able to:

1. React to and “converse” with readings and other media independently using reading strategies such as assignments like the “As You Read” and “Responding to the Reading” activities in the textbook, note-taking activities, and annotation;
2. Engage in scaffolded, collaborative reading events with peers and instructor offering ideas about the reading through guided discussion and note-taking;
3. Begin to experiment with their initial ideas about texts in writing assignments such as brainstorming and free-writing, as well as in class discussions, including small group conversations where students will subsequently describe their conversation to the large group;
4. Discuss readings informally and share their completed work, such as from an annotation activity, in large groups, small groups, and online in interactive course forums;
5. Understand that making mistakes when reading is okay, desirable even, and part of the process of academic exploration, achieved through guided discussions about class participation and a structured review of instructor comments on student work;
6. Ask questions about readings and/or the ideas presented therein and present the question to the class in the large group, small group, or online forums.

Unit II: [Portfolio] [Supports Course SLOs 1,2]

Develop a sense of agency regarding academic ability, and self-reflect to improve their reading, response, and thinking strategies, and ultimately develop a portfolio of diverse literacy strategies appropriate for different types of texts or academic tasks

Learning Objectives

The student will be able to:

At the unit level, students will be able to:

1. Compile an iterative compendium of their assignments with reflections as to what extent particular assignments and approaches helped them;
2. Reflect on their growth over the course of the semester, as well as areas where they still experience challenges, through a self-reflection on their literacy development;
3. Complete a “learning log” activity at the end of class sessions, when appropriate;
4. Productively participate in a conference with their faculty member.

Unit III: [New Knowledge] [Supports Course SLOs 2,3]

Call upon, value, and utilize their background knowledge, and produce new knowledge in modes such as class discussion and in written assignments of various lengths

Learning Objectives

The student will be able to:

1. Utilize their own life experiences when responding to readings and write and talk about how their experiences are connected to course material. For example, students can complete an informal writing assignment such as “This Reminds Me” or “I’ve Been Here Before;”
2. Drawing on their own experiences, articulate how they may agree, disagree, or how they have considered the parts or the whole of a reading’s ideas through writing and conversation;
3. Create a presentation that explores ideas from course readings and share it with their peers.

Unit IV: [Reading Process] [Supports Course SLOs 2,3,4]

Use iterative and integrated processes of reading, responding, sharing, and critical thinking to complete course assignments that support developing ideas and perspectives on academic concepts

Learning Objectives

The student will be able to:

1. Participate in focused free writing activities about ideas contained in and among readings and other media;
2. Collaboratively and on their own, generate connections to ideas presented among texts, and to ideas outside of them, integrating specific material from texts and their own lives in, for example, graphic organizers or reflective writing;
3. Develop one or more questions about a reading and ask the question to their peers and instructor.

Unit V: [Reading for Writing] [Supports Course SLOs 1, 2, 3, 4, 5, 6, 7, 8]

Compose written assignments of various lengths that bring together, and begin to synthesize, course material and students’ development as readers, thinkers, and communicators

Learning Objectives

The student will be able to:

At the unit level, students will be able to:

1. Complete an informal reading reflection and pre-writing activity such as “the inside out method;”
2. Select lower stakes assignments to use as inspiration for longer, more formal, assignments;
3. Draft three reader response essays using course readings of their choice;
4. Engage in the process of essay revision by completing a guided self-evaluation of their essays and integrating feedback from instructor and, when possible, peers;
5. Demonstrate an awareness of the course rubric through a checklist activity;
6. Integrate learning from “mini-lessons” on essay conventions and draw on their learning in developmental composition coursework, if applicable.

Unit VI: [Vocabulary] [Supports Course SLOs 1, 2, 3, 6]

Integrate academic concepts and content authentically into their own lives, building facility and the ability to use ideas, vocabulary, and terminology to express themselves

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: [Explore and Present] [Supports Course SLO 7]

Use technology effectively to explore and present information

Learning Objectives

The student will be able to:

1. Use word processing software to create artifacts of their learning that demonstrate an awareness of MLA format;
2. Use presentation software to effectively share information with their peers;
3. Navigate the internet to find reliable media that relates to readings and class topics and write about the connection; then, share that information with a partner, in a small group, or in a whole class discussion.

Unit VIII: [Independence and Revision] [Supports Course SLOs 2, 3, 4, 8]

Demonstrate growth as independent readers and learners engaged in an undergraduate experience that is often social and collaborative where students reevaluate ideas, revise thinking, and participate in academic situations that, like life and career, are often challenging, dynamic, and nonlinear

Learning Objectives

The student will be able to:

1. Create a portfolio of their growth in the course with a reflection;
2. With increasing degrees of comfort appropriate for beginning college readers, share ideas about a reading or course topic in conversation and writing;
3. Respond productively to points of view different from their own in class discussion and in online forums;
4. Rethink or develop ideas by engaging in an activity such as “Back to the Reading.”
5. Evaluate and present to the class a small group discussion about a reading using technology or other mediums like poster paper or white boards contained in campus classrooms;
6. Write about how a course reading, or ideas contained therein, may relate to their desired major or future career.

Evaluation of student learning:

1. Reader Response Essays

40%

- Students will draft two essays using reading materials with an explicit emphasis on promoting ease with the task, reading comprehension, using texts and other media as tools, and the ability to make connections among texts and ideas. Though distinct, with assessment focused on reading development, these are similar to what they are required to compose in Developmental College Composition.
- 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 during class sessions. Research suggests that literacy development is a social act rooted in the exchange of language and ideas and participation during class meetings is therefore an essential part of student learning in the reading classroom.
- 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 graphic organizers for readings, composing summaries and reflective pieces about readings, both suggesting levels of student comprehension, and using quotes from readings to express ideas. Introducing students to 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.
- 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.
- Course-level student learning outcomes: 2, 3, 4, 8

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