

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE  
**ACADEMIC AFFAIRS**

Course Number: DRW094      Class/Lect. Hours: 4      Lab Hours: 2      Credits: 4      Dept.: Developmental English

Course Title: Integrated Reading and Writing I      Semester: Fall      Year: 2015

**Course Description, Prerequisite, Corequisite:**

Integrated Reading and Writing I combines the skills of reading with its complementary task of writing. In terms of reading the course addresses general and specific comprehension skills necessary to be successful in reading textbooks and other academic materials and in reading literature by promoting close reading and reading rigor standards. Vocabulary development focusses on broadening the student's vocabulary knowledge and acquisition strategies. In terms of writing the course provides a review of basic English skills in grammar, sentence structure, paragraphing and essay development to prepare students for college-level writing. The course is intended for students whose college placement test scores indicate placement in Reading I and Review for College Writing. Since this course provides preparation for English Composition I, department policy dictates a grade of "C-" or better for admission to English Composition I. This is a four credit developmental course. Credit for this course will not be counted toward fulfilling graduation requirements at STCC, but will be equivalent to taking both Reading I and Review for College Writing.

<b>Course Objectives</b>	<b>Competencies</b>
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1. To strengthen and expand students' comprehension skills repertoire.
  - a. Literal comprehension
  
  - b. Interpretive comprehension
  
  - c. Critical comprehension
2. To build critical analysis skills
3. To enhance vocabulary development
4. To develop study skills that result in mastering textbooks , efficient notetaking skills and effective test taking skills.
5. To provide students with opportunities to review and practice

- 1a. 1. Identify the specific topic of a reading selection.
  2. Identify the main idea whether implied or stated directly.
  3. Recognize key subordinate ideas.
  4. Recall significant factual information.
  5. List sequences in the reading selection.
- b.1. Improve proficiency with inferences, predictions and conclusions.
  2. Discriminate between fact and opinion.
  3. Identify the author's evidence presented in opinion selections.
  4. Identify fundamental literary elements.
  5. Recognize and explain figures of speech.
- c.1. Synthesize and analyze ideas, facts, viewpoints, and opinions gained from reading selections.
  2. Formulate questions about the reading.
- 2a. Utilize background knowledge to evaluate the validity of a selection.
  - b. Use background knowledge and built in clues to evaluate electronic sources.
- 3a. Identify context clues and signal words to understand new vocabulary.
  - b. Identify common affixes to expand vocabulary.
  - c. As necessary review phonetic elements and dictionary use.
- 4a. Apply an active reading technique to textbooks and reading selections.
  - b. Use highlighting, graphic planners and/or summarizing to take textbook or selection notes.
  - c. Take organized lecture notes.
  - d. Apply techniques for handling objective and essay questions.
5. The students demonstrate a command of the grammar

principles of grammar and mechanics and to apply them to writing clear, error-free sentences, paragraphs, and essays. The review will include:

- a. Basic grammar
  
  - b. Parts of speech
  - c. Mechanics
  
  - d. Punctuation
  
  - e. Spelling
  
  - f. Sentence structure
6. To provide students with opportunities for learning the steps in the writing process and for applying that knowledge to paragraph and essay composition.
- a. To have students generate raw material for writing on a chosen or established topic.
  - b. To have students focus on selected material for the development of paragraphs and essays.
  - c. To have students learn the function of a topic sentence in paragraphs.
  - d. To have students understand the function of a thesis statement for an entire essay.
  - e. To have students learn to use a scratch outline to reflect the organization of paragraphs and essays.
  - f. To have students learn to write a rough draft based on a scratch outline.

principles by completing exercises, quizzes, and paragraph and essay assignments.

- a.1. Exercises in the basic grammar of sentences.
  - 2. The students accurately identify subjects and predicates.
  - b. Exercises in parts of speech
  - c. Students will be able to identify and avoid sentence fragments, fused sentences, and comma splices.
- d.1. Exercises in the proper punctuation of sentences.
- 2. Students will write sentences that display mastery of the appropriate application of punctuation.
- e. Students will write sentences that show their mastery of spelling by avoiding frequent spelling errors.
  - f. Students will write effective sentences that demonstrate mastery of the grammar required for simple, compound, complex, or compound-complex development.
6. Students will be able to apply the appropriate strategies throughout the various stages of the writing process.
- a. Students will brainstorm by writing down thoughts and associations in a list, or graphic planner, or in free writing form.
  - b.1. Students will group related items/details from the brainstormed material.
  - b.2 Students will select and label groups.
  - c. Students will formulate generalizations to fit groups of items/details.
  - d. Students will formulate “umbrella” assertions to generalize for groups of ideas.
  - e. Students will outline with thesis statements, topic sentences, and supporting detail.
  - f. Students will write rough drafts for paragraphs and essays.

- g. To have students confer with an instructor and/or peer about a draft with a view to revision.
  - h. To have students learn to revise their own writing.
7. To provide students with opportunities for learning how to write complete and well-developed paragraphs.
- a. To have students learn the logical structure of a paragraph.
  - b. To have students learn the function of a topic sentence for focusing and limiting thought in a paragraph.
  - c. To have students learn the importance of supporting ideas and specific details for developing paragraphs from their topic sentences.
  - d. To have students learn the role of a concluding sentence.
- e. To have students learn the necessity of writing paragraphs that are coherent and clear.
- f. To have students learn the importance of correct grammar, sentence structure, punctuation, and spelling.
8. To provide students with opportunities for learning how to write complete and well-developed essays in the basic four or five paragraph structure.
- a. To have students learn the logical structure of an essay.
  - b. To have students learn the purposes of introductory paragraphs.

- g. Students will meet with an instructor to review drafts of papers and to discuss appropriate improvements in organization, development, and articulation of ideas.
  - h. Students will edit their own writing to assure good thought structure, appropriate style, and proper format, grammar, and usage.
7. Students will write paragraphs for such purposes as description, comparison or contrast, persuasion or division/classification.
- a. Students will know that paragraphs are constructed with topic sentences, sentences of supporting details and concluding sentences.
  - b. Students will know how to write clear topic sentences that present the central idea of a paragraph.
  - c. Students will know how to build upon a topic sentence's assertion with additional sentences of explanation and concrete, specific details.
  - d. Students will know how to write concluding sentences that summarize and restate the idea contained in the topic sentence.
  - e.1. Students will be able to write paragraphs that employ the appropriate logical and formal transitional devices.
  - e.2. Students will know how to express their thoughts in clear sentences.
  - f. Students will write paragraphs and avoid errors in grammar, sentence structure, punctuation, and spelling.
8. Students will write essays for such purposes as description, comparison or contrast, persuasion, and division/classification.
- a. Students will know how essays are constructed with an introductory paragraph, supporting body paragraphs, and a concluding paragraph.
  - b. Students will write introductory paragraphs that present the general subject, attract the reader's attention, state the thesis, and may sketch the major points of the essay.

- c. To have the students learn the function of a thesis statement for presenting the controlling idea of an essay.
- d. To have students learn how to write clear, distinct and well organized supporting paragraphs.
  
- e. To have students learn to write with adequate support and specific details.
  
- f. To have students learn to write concluding paragraphs.
  
- g. To have students learn to write essay correct in grammar, sentence structure, punctuation, spelling, and format.
- 9. To provide students with opportunities to develop essays using technology.

- c. Students will know how to write essays founded on clearly stated theses.
- d. Students will write essays with body paragraphs whose focus comes from a clear topic sentence and whose development supports the generalization of the topic sentence.
- e. Students will write body paragraphs that include concrete and specific details, examples, and clear precise language for explanation.
- f. Students will write essays with brief concluding paragraphs to summarize and restate the essay's logic and make a final statement.
- g. Students will edit and proofread essays to eliminate errors and to ensure the highest level of quality in the final draft.
- 9. Students will use technology to compose and/or edit and revise written papers.

<b>Course Objectives</b>	<b>Competencies</b>