

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE  
**ACADEMIC AFFAIRS**

Course Number: DRW095      Class/Lect. Hours: 4      Lab Hours: 2      Credits: 4      Dept.: Developmental English

Course Title: Integrated Reading and Writing 2      Semester: Spring      Year: 2015

**Course Description, Prerequisite, Corequisite:**

Integrated Reading and Writing 2 combines the skills of reading with its complementary task of writing. In terms of critical reading the course addresses general and specific comprehension skills necessary to be successful in library research, reading textbooks, reading technical material, and reading literature by promoting close reading and reading rigor standards. Vocabulary development focusses on content and structural analysis. 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 II 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 II and Review for College Writing.

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<b>Course Objectives</b>	<b>Competencies</b>
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<ol style="list-style-type: none"><li>1. To improve literal, interpretive and critical comprehension</li> <li>2. To develop critical analysis skills</li> <li>3. To develop students' vocabulary</li> <li>4. To develop flexible reading habits</li> <li>5. To develop study skills that result in efficient time management, mastering of textbooks, guidelines for test taking, and techniques for research</li> <li>6. To provide students with opportunities to review and practice principles of grammar and mechanics and to apply them to writing clear, error-free sentences, paragraphs, and essays. The review will include:</li></ol>	<ol style="list-style-type: none"><li>1a. To understand and have the mechanisms to handle challenging readings including professional readings</li><li>1b. To perceive inferences</li><li>1c. To distinguish fact from opinion</li><li>1d. To anticipate logical outcomes from the material that is presented</li><li>1e. To interpret multiple meanings of a passage</li><li>1f. To recognize figurative language and its function</li><li>1g. To recognize style</li><li>1h. To analyze the author's tone and message</li><li>1i. To recognize and evaluate an author's patterns of writing and techniques</li><li>2a. To utilize background knowledge to evaluate the validity of a reading passage</li><li>2b. To use background knowledge and built in clues to evaluate electronic sources</li><li>3a. To employ word attack skills</li><li>3b. To recognize and utilize context clues</li><li>3c. To acquire skills in learning specialized and technical vocabulary</li><li>4a. To adjust the purpose for reading and the difficulty of the selection</li><li>4b. To employ prereading strategies</li><li>5a. To study with confidence</li><li>5b. To apply SQ3R or another study method to textbooks and other nonfiction readings</li><li>5c. To apply the techniques for handling objective and essay type questions</li><li>5d. To understand the built-in features in textbooks</li><li>5e. To take fluent, accurate note from textbooks and lectures</li><li>5f. To handle information searches of print and electronic sources</li><li>6. The students demonstrate a command of the grammar principles by completing workbook exercises, quizzes, and paragraph and essay assignments</li></ol>
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<ul style="list-style-type: none"><li>a. Basic grammar</li><li>b. Parts of speech</li><li>c. Mechanics</li><li>d. Punctuation: Periods, commas, semicolons, colons, question marks, exclamation points, apostrophes, dashes, hyphens, quotation marks</li><li>e. Spelling: Basic rules of spelling, commonly misspelled words, homonyms</li><li>f. Sentence structure</li></ul> <p>7. To provide students with opportunities for learning the steps in the writing process and for applying that knowledge to paragraph and essay composition.</p> <ul style="list-style-type: none"><li>a. To have students generate raw material for writing on a chosen or established topic.</li><li>b. To have students focus on selected material for development of paragraphs or essays.</li><li>c. To have students learn the function of a topic sentence in paragraphs.</li><li>d. To have students understand the function of a thesis statement for an entire essay.</li><li>e. To have students learn to use a scratch outline to reflect the organization of paragraphs and essays.</li><li>f. To have students learn to write a rough draft based on a scratch outline.</li><li>g. To have students confer with an instructor and/or peer about a draft with a view to revision.</li></ul>	<ul style="list-style-type: none"><li>6a1. Exercises in the basic grammar of sentences</li><li>6a2. The students accurately identify subjects and predicates</li><li>6a3. Exercises in the parts of speech</li><li>6b. Exercises in parts of speech.</li></ul> <ul style="list-style-type: none"><li>6c. Students will be able to identify and avoid sentence fragments, fused sentences, and comma splices.</li><li>6d1. Exercises in the proper punctuation of sentences.</li><li>6d2. Students will write sentences that display mastery of the appropriate application of these punctuation devices.</li></ul> <ul style="list-style-type: none"><li>6e1. Exercises in correct spelling.</li><li>6e2. Students will write sentences that show their mastery of spelling by avoiding frequent spelling errors.</li><li>6f. Students will write effective sentences that demonstrate mastery of the grammar required for simple, compound, complex, or compound-complex development.</li><li>7. Students will be able to apply the appropriate strategies throughout the various stages of the writing process.</li></ul> <ul style="list-style-type: none"><li>7a. Students will brainstorm by writing down thought and associations in a list, or in cluster form, or in free writing form.</li><li>7b1. Students will group related items/details from the brainstormed material.</li><li>7b2. Students will select and label groups.</li><li>7c. Students will formulate generalizations to fit groups of items/details.</li><li>7d. Students will formulate “umbrella” assertions to generalize for groups of ideas.</li><li>7e. Students will outline with thesis statements, topic sentences, and supporting detail.</li><li>7f. Students will write rough drafts for paragraphs and essays.</li></ul> <ul style="list-style-type: none"><li>7g. Students will meet with an instructor to review drafts of papers and to discuss appropriate improvements in organization,</li></ul>
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- h. To have students learn to revise their own writing.
- 8. 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 sentence.
  - 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.
- 9. 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.
  - 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 to write clear, distinct and well organized supporting paragraphs.

- development, and articulation of ideas.
- 7h. Students will edit their own writing to assure good thought structure, appropriate style, and proper format, grammar, and usage.
  - 8. Students will write paragraphs for such purposes as description, comparison or contrast. Persuasion, and division/classification.
  - 8a. Students will know that paragraphs are constructed with topic sentences, sentences of supporting details and concluding sentences.
  - 8b. Students will know how to write clear topic sentences that present the central idea of a paragraph.
  - 8c. Students will know how to build upon a topic sentence's assertion with additional sentences of explanation and concrete, specific details.
  - 8d. Students will know how to write concluding sentences that summarize and restate the idea contained in the topic sentence.
  - 8e1. Students will be able to write paragraphs that employ the appropriate logical and formal transitional devices.
  - 8e2. Students will know how to express their thoughts in clear sentences.
  - 8f. Students will write paragraphs that avoid errors in grammar, sentence structure, punctuation and spelling.
  - 9. Students will write essays for such purposes as description, comparison and contrast, persuasion, and division/classification.
  - 9a. Students will know how essays are constructed with an introductory paragraph, supporting body paragraphs, and a conclusion.
  - 9b. Students will write introductory paragraphs that present the general subject, attract the readers' attention, state the thesis, and may sketch the major points of the essay.
  - 9c. Students will know how to write essays founded on clearly stated theses.
  - 9d. Students will write essays with body paragraphs whose focus comes from a clear topic sentence and whose development

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<ul style="list-style-type: none"> <li>e. To have students learn to write with adequate support and specific details.</li> <li>f. To have students learn to write concluding paragraphs.</li> <li>g. To have the students learn to write essays correct in grammar, sentence structure, punctuation, spelling, and format.</li> <li>10. To provide students with opportunities to respond to models of writing and to use these sources in their own work.               <ul style="list-style-type: none"> <li>a. To introduce students to the concepts of working with sources.</li> </ul> </li> <li>11. To provide students with opportunities to develop essays using the computer.               <ul style="list-style-type: none"> <li>a. To have students learn to revise and/or edit and format documents using the computer.</li> </ul> </li> </ul>	<p>supports the generalization of the topic sentence.</p> <ul style="list-style-type: none"> <li>9e. Students will write body paragraphs that include concrete and specific details, examples, and clear precise language for explanation.</li> <li>9f. Students will write essays with brief concluding paragraphs to summarize and restate the essay’s logic and make a final statement.</li> <li>9g. Students will edit and proofread essays to eliminate error and to ensure the highest level of quality in the final draft.</li> <li>10. Students will use and document at least one source in class discussions or in a writing assignment.</li> <li>11. Students will revise and/or edit drafts using the computer.</li> </ul>