DRE 097
Integrated Reading and Writing II

COURSE DESCRIPTION:

Prerequisites:  DRE 096
Corequisites:  None

This course develops proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile® range of 960 to 1115. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. Course Hours Per Week: Class, 2.5. Lab, 1. Semester Hours Credit, 3.

LEARNING OUTCOMES:

At the completion of this course, the student will be able to:

a. Demonstrate the use of pre-reading, reading, and post-reading strategies
b. Demonstrate the use of the writing process, including prewriting, drafting, revising, proofreading, and editing
c. Critically analyze complex texts
d. Employ strategies from complex texts to inform and strengthen their writing
e. Identify and write clear thesis statements
f. Demonstrate an understanding of specific and adequate supporting information
g. Achieve unity in essays
h. Demonstrate an understanding of coherence in a variety of organizational patterns
i. Recognize and apply the conventions of Standard Written English
j. Employ appropriate technology when composing texts

OUTLINE OF INSTRUCTION:

I. Reading and Writing Strategies
   A. Use previewing strategies to comprehend texts
   B. Activate prior knowledge
   C. Annotate, highlight, and underline texts to identify key pieces of information
   D. Use context clues and affixes to comprehend texts and expand personal vocabularies
   E. Distinguish between connotative and denotative meanings
   F. Employ metacognitive strategies to monitor comprehension
   G. Identify main ideas and details in texts
   H. Recognize organizational patterns
   I. Respond, in writing, to texts using text-to-text connections
   J. Paraphrase texts
   K. Summarize texts
   L. Employ pre-writing strategies to narrow focus and establish a clear main idea (thesis statement)
   M. Generate supporting details for a specific purpose, audience, and organizational pattern
   N. Edit for correct grammar, spelling, and use of mechanics
   O. Use MLA or APA guidelines for margins, font, and page numbers
   P. Use appropriate technology for preparing texts
II. Critical Thinking Strategies
   A. Make conclusions based on prior knowledge and infer answers
   B. Recognize formal and informal language
   C. Recognize technical and academic language
   D. Recognize figurative language
   E. Determine purpose
   F. Determine point of view
   G. Determine tone
   H. Identify fact and opinion
   I. Demonstrate an understanding of irony
   J. Understand bias, fallacies, and propaganda
   K. Demonstrate consistent point of view
   L. Demonstrate clear purpose
   M. Use appropriate tone

III. Compose Texts
   A. Identify thesis statements
   B. Write thesis statements
   C. Use specific and adequate support
   D. Integrate relevant evidence
   E. Paraphrase to avoid plagiarism
   F. Document source material using MLA or APA guidelines
   G. Identify points that are off-topic
   H. Compose body paragraphs that support the thesis
   I. Employ a variety of patterns
   J. Employ a variety of transitional words and phrases
   K. Use a variety of sentence structures
   L. Identify and correct errors in spelling, capitalization, grammar, and punctuation
   M. Use technology to generate writing
   N. Use appropriate word processing programs
   O. Use technology to draft and revise
   P. Use technology to prepare final drafts according to MLA or APA guidelines

REQUIRED TEXTBOOKS:

Textbooks to be determined by department and/or instructor

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 919-536-7207, ext. 1413 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 10-209.