COURSE DESCRIPTION:

Prerequisites: DRE 097
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 using texts primarily in the Lexile® range of 1100 to 1320 in order to prepare students to be career and college ready. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. 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, editing
c. Critically analyze texts at a career and college ready level
d. Employ strategies from texts at a career and college ready level 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 and organizational patterns
i. Recognize and apply the conventions of Standard Written English
j. Employ appropriate technology when reading and composing texts

OUTLINE OF INSTRUCTION:

I. Reading and Writing Strategies
   A. Choose and employ appropriate reading strategies
   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 stated and implied main ideas
   H. Recognize organizational patterns
   I. Develop general and specific academic literacy
   J. Respond, in writing, to texts using text-to-world connections
   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 and audience
   N. Determine appropriate organization
   O. Compose and revise to narrow focus
   P. Compose and revise for a clear main idea
   Q. Compose and revise for adequate support
II. Critical Thinking Strategies
   A. Comprehend figurative language
   B. Recognize imagery, symbols, and analogies
   C. Determine author’s purpose
   D. Determine author’s point of view
   E. Identify fact and opinion
   F. Use inferences
   G. Demonstrate understanding of irony
   H. Demonstrate understanding of bias, fallacies, and propaganda
   I. Demonstrate consistent point of view
   J. Demonstrate clear purpose
   K. Use appropriate tone
   L. Use facts and expert opinions

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.