

## **J. Sargeant Reynolds Community College**

### **Course Content Summary**

**Course Prefix and Number:** ENG 8

**Credits:** 6

**Course Title:** Writing and Reading Improvement II

#### **Course Description**

Emphasizes strategies within the writing and critical reading processes to help students with specific writing and reading assignments. Encourages an appreciation for clear writing and practical reading applications. Prerequisites: Placement recommendations for ENG 1 and ENG 5, or grades of S in ENG 1 and ENG 4. These prerequisites will allow students to take this accelerated reading and writing course combination to bridge to ENG 111, as well as science and social science courses. Lecture 6 hours per week.

#### **General Course Purpose**

This course is the equivalent of ENG 5 for reading and ENG 1 for writing. In terms of the reading sequence, it corresponds with the second in a sequence of reading courses available to help students develop collegiate reading skills. This course helps students who have displayed intermediate reading skills. Working with intermediate materials and textbook excerpts, students increase their skills for academic analysis, as well as academic behavior.

In terms of the writing sequence, this course corresponds to the basic developmental writing course, which is designed to prepare students to write for ENG 111, a composition course commonly included in most curricula.

The course is designed to use reading and writing as skills that mirror and reinforce each other, so it provides intensive developmental study at a savings to students of at least two credits and one textbook.

#### **Course Prerequisites/Corequisites**

ENG 8 course enrolls students who have demonstrated on placement tests a need for ENG 1 for writing and ENG 5 for reading at an intermediate level. Students have demonstrated on placement tests, or in the ENG 4 course which they have passed, an ability to handle the basics of reading and composition by detecting main ideas and support in readings and by including them in their own writing, along with a fundamental vocabulary.

#### **Course Objectives**

Upon successful completion of the course, students will be able to do the following through writing:

- a. Demonstrate through their written work that they are generally able to compose writing that maintains a focus on a unifying idea.
- b. Develop and support ideas with relevant detail drawn as needed from direct experience, reading, or reflection.
- c. Show how the ideas in a piece of writing relate to each other.

- d. Compose complete sentences, using a variety of structures. Use standard edited English consistently in their writing, identify their most frequent problems, and detect and correct most of these in their own writing.

Upon successful completion of the course, the student will be able to do the following for reading:

- e. Plan: Identify a reading task and set purposes for reading.
- f. Apply strategies: Preview, activate prior knowledge, predict, identify topics vs. main ideas vs. details, recognize text patterns, question and determine answers to self-made and teacher-made questions, paraphrase, summarize, and interpret graphic aids.
- g. Monitor comprehension: recognize when comprehension has succeeded, recognize when comprehension has broken down, and apply fix-up strategies.
- h. Respond critically to texts by making inferences and drawing appropriate conclusions, recognize and characterize tone, understand mood.

At the end of the course, students who have earned a passing grade will be recommended for ENG 111, College Composition I, and ENG 107, Critical Reading. Students may, if they wish and if they pay the testing fee, re-take the reading placement test in the campus Testing Center to determine if they can test out of ENG 107.

**CONTENT:** (Major Headings)

- a. Reasons for Reading and Writing: Students read to find information and write about it; they also write to see what they know and how they can best express their knowledge and views.
- b. Engaging: Students plan writings to match their knowledge and an appropriate approach to the topic with their readers' interests and needs; when they read, students predict how writers have handled these choices by predicting ideas and tone, drawing on their own prior knowledge of content and patterns of organization, ways to interpret information and draw conclusions from a reading.
- c. Thinking: Students make many decisions in the process of writing, reflecting on their process and the quality of their writing; as students read they reflect not only on what the writer is saying but also on whether they are "getting it" or agree or disagree with the writer.
- d. Conventions: Modern college students read not only print but also extensive graphics and even media; they can learn from written prose the conventions that writers and editors use for emphasizing and clarifying ideas from punctuation and wording to document design.

**Effective Date of Course Content Summary (Month, Date Year):** February 13, 2009