Course Outline for: ENGC 0960 Integrated Reading and Writing 2

A.   Course Description
1.   Number of credits: 6
2.   Lecture hours per week: 6
3.   Prerequisites: Completed ENGC 0860 with a C or higher; OR placement into non-EAP coursework via HS GPA 2.0 or higher, ACCUPLACER Next Gen: Read 235-249, ACCUPLACER Classic: Read 60-77; OR ACCUPLACER Classic: ESL Reading Skills 110-120
4.   Corequisites: None
5.   MnTC Goals: None

Normandale's Integrated Reading and Writing program values students' diverse needs and experiences to empower them to develop agency and literacy in college and in life. In this specific course, which focuses on literacy proficiency, students will practice reading and writing in a variety of situations with specific attention to various academic disciplines. Students will explore a variety of texts and their contexts by asking questions and pursuing answers through their own lived experience as well as introductory research practices. Students will develop proficiency in reading and writing processes that build on and overlap with each other, which will help facilitate academic success. Through this process of integrated reading and writing, students will experience the transformative nature of literacy and its power to promote equity and justice. Grading method is A/F, with the option of Pass/No Credit.

B.   **Date last reviewed/updated:** January 2022

C.   Outline of Major Content Areas
Students will develop proficiency in multiple literacies by engaging with the following challenging content, appropriate to a college context:
1.   Critical thinking
2.   Comprehension, analysis, interpretation, and production of texts
3.   Recursive and iterative reading and writing process
4.   Diverse and challenging texts that reflect students' identities and various disciplines
5.   Textual organization, structure, and conventions, including source documentation
6.   Attention to and enjoyment of language (grammar, style, structure, vocabulary)
7.   Metacognitive strategies that empower student agency
8.   Digital literacies

D.   Course Learning Outcomes
Upon successful completion of the course, the student will be able to:
1.   Demonstrate confidence with literacy and college discourses (Reading Area 1 and 4, English Process)

2. Demonstrate proficiency in applying metacognitive thinking (Reading Area 1, English: Critical Thinking)
3. Employ a recursive process of reading and responding to texts, demonstrating comprehension through written work and other modes (Reading Area 2, English: Process)
4. Employ inquiry-based learning to explore and engage diverse texts from a variety of disciplines and areas of life with confidence and curiosity (Reading Area 4, English: Critical Thinking)
5. Specify and utilize the organizational and rhetorical choices in texts (Reading Area 3, English: Rhetorical Awareness and Focus/Structure/Organization)
6. Identify and demonstrate how literacy strategies adapt to rhetorical situations (audience, purpose, tone) (Reading Area 3, English: Rhetorical Awareness)
7. Identify and analyze effective evidence and use evidence to support their own ideas, including source evaluation and documentation. (Reading Area 3, English: Development and Support and Critical Thinking)
8. Identify academic, disciplinary, structural, and grammatical conventions and conversations (written and otherwise) and develop an authentic voice to enter into them (Reading Area 3, English: Clarity and Conventions)

E. **Methods for Assessing Student Learning**
Students will be assessed using the following methods:
1. Informal and formal writings that build toward longer writing assignments
2. Text comprehension and analysis activities

Other assessment methods may include:
1. Quizzes
2. Collaborative discussions of readings and writings
3. In-class assignments and small group activities
4. Projects

F. **Special Information**
This course will be capped at 20 students. Grading options are A-F or Pass/No Credit.