

**Northern Marianas College**  
**CURRICULUM ACTION REQUEST**

**Effective Semester / Session:** Fall 2016

**Type of Action:**

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

**Course Alpha and Number:** EN 095

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

**Reason for initiating, revising, or canceling:**

This course is being created as part of a large scale revision of the NDU offerings from the Languages and Humanities department. One of the major advances in developmental education at the tertiary level has been the integration and shortening of time to completion for NDU courses. Research put forward by initiatives such as the Game Changer and Complete College America suggests that an Integrated Reading and Writing approach will shorten time to completion and improve outcomes for students. For that reason, this is the second of two new courses being proposed that will collapse the reading and writing NDU program from six courses to just two.

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Brady Hammond

Proposer

 April 13, 2016  
Date

Brady Hammond

Department Chair

 April 13, 2016  
Date

Barbara K. Merfalen

Dean of Academic Programs and Services

 April 13, 2016  
Date

# Northern Marianas College

## Course Guide

Course: EN 095 Integrated Reading & Writing II

### 1. Department

Languages and Humanities

### 2. Purpose

EN095 is designed to provide developmental learners with an introduction to critical reading and academic writing. By combining these language skills, students will be able to develop and apply these skills in a single class. The course will focus on mastery of the skills needed to enter into college-level English courses. This includes college-level grammar constructions as well as analysis of college-level texts and comprehensive paragraph writing culminating in a 3-part essay (introduction, body, and conclusion). The course will also introduce learners to a variety of essay-level rhetorical organizational patterns necessary for competence in college reading and writing, particularly when students enter EN101. Students that complete this course should be able to score a 5 or higher on their essays using the NMC Placement Test Rubric. This course is for those students who place into it initially by scoring a 3-4 on the NMC Placement Test, or for those students who have successfully completed EN 85. (Offered Fall and Spring)

### 3. Description

#### A. Required/Recommended Textbook(s) and Related Materials

Required:

Kemper, D., Meyer, V., Van Rys, J., and Sebranek, P. (2016). *Fusion: Integrated Reading and Writing* (Book 2) (2<sup>nd</sup> Edition). Boston, MA: Cengage Learning. Readability level: Grade 8

Aplia or MindTap Developmental English – (1-term Subscription)

Recommended:

College-level English dictionary

#### B. Contact Hours

1. **Lecture:** 4 hours per week / 60 hours per semester
2. **Lab:** None
3. **Other:** None

#### C. Credits

1. **Number:** 4
2. **Type:** Non-Degree Unit (NDU)

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### **D. Catalogue Course Description**

This is the second of two courses designed to develop the critical reading and academic writing skills of developmental students. The course will complete the development of critical reading skills and academic writing skills required at the college level. The course will accomplish this by having students engage in extensive reading and writing practices that combine the two skills. Work in the English Language Laboratory is required. This course will prepare students for EN101. Prerequisites: Placement via the NMC Placement Test or completion of EN85.

### **E. Degree or Certificate Requirements Met by Course**

None

### **F. Course Activities and Design**

This course is designed to provide an opportunity for advanced-level developmental learners to transition from reading and writing fundamentals to more advanced material while raising grammar and rhetorical skills to the advanced developmental level. The focus of this course is on providing the student with the tools to progress towards a mastery of reading and writing skills required to perform at the college-level.

Classroom activities will provide students with advanced grammar and reading and writing practice. The latter two will use reading and writing to inform one another and will have students follow practice reading and writing processes used at the college-level. The reading process will include pre-reading, reading, rereading, and reflecting; the writing process will include prewriting, writing, and revising. Activities will also cover college-level rhetoric, grammar, and mechanics necessary for critical reading and academic writing at the college-level.

Students will have 1 lecture hour in a computer-equipped classroom. Tutors will be available to review and assist students with these tasks outside of class, and to record and report student progress. Computers are available for students to type their work.

### **4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**

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Successful Completion of EN 085 or appropriate score on the NMC Placement test.

### 5. **Estimated Cost of Course; Instructional Resources Needed**

Cost to the Student:

Tuition for a 4-credit course, textbook and online component (online component accessible in the ELL), dictionary, notebook for journal, and lab and instructional materials fees.

Cost to the College:

Salary of instructor for 4.5 credits, which includes four (4) course credits as well as one-half (0.5) additional credit for teaching a writing course.

Instructional resources needed for this course include whiteboard and whiteboard markers, TV, VCR, videotapes, overhead projector, transparencies, screen, and photocopying.

### 6. **Method of Evaluation**

Student grades will be based on the regular letter grade system as described below:

Only P (Pass), NP (No Pass), or TF (technical failure) grades are given in this NDU course. (TF is assigned for excessive absences, i.e. >10% absences.) NMC's grading and attendance policies will be followed.

### 7. **Course Outline**

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Linking Reading Skills with Writing Skills at the College Level
- 2.0 The Reading Process using College-Level Texts
- 3.0 The Writing Process for College-Level Writing
- 4.0 Grammar Skills Covered in EN 095 Through Reading and Writing
  - 4.1 Verbs
    - 4.1.1. The past participle
    - 4.1.2. Verb Tenses
    - 4.1.3. Subject-Verb Agreement
    - 4.1.4. Modifying Sentences with Verbal Phrases
    - 4.1.5. Modal Verbs
  - 4.2 Articles – Mastery
  - 4.3 Nouns and appositives

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- 4.4 Pronouns
  - 4.4.1. Understanding pronouns and antecedents
  - 4.4.2. Pronouns and Case
- 4.5 Adjectives and Adverbs – Mastery
- 4.6 Joining sentences with all conjunctions
- 4.7 Modifying nouns with prepositional phrases
- 5.0 Paragraph and Essay Construction
  - 5.1 Pre-writing
    - 5.1.1. Idea generation processes (e.g. freewriting and brainstorming)
    - 5.1.2. Avoiding plagiarism
    - 5.1.3. Reading model essays
  - 5.2 The process of writing a paragraph
    - 5.2.1. Development of ideas
    - 5.2.2. Turning ideas into thesis statements
      - 1.5.2.2.1. Narrowing the topic
      - 1.5.2.2.2. Revising the thesis statement
  - 5.3 Planning and organizing an essay
    - 5.3.1. Ordering paragraphs
    - 5.3.2. Developing major and minor support
    - 5.3.3. Writing introductions, conclusions, and titles
  - 5.4 Concluding/transitional sentences
  - 5.5 Linking paragraphs
  - 5.6 Revision of Essays
    - 5.6.1. Revising for consistency and parallelism
    - 5.6.2. Revising for sentence variety
    - 5.6.3. Revising a first draft – focus on the big picture
- 6.0 Revising for language awareness
- 7.0 Modes of Discourse – Essay
  - 7.1 Expository
  - 7.2 Narrative
  - 7.3 Argumentative
- 8.0 Critical Thinking at the Essay Level
- 9.0 Use critical thinking skills in reading and writing to
  - 9.1 Avoid generalizations
  - 9.2 Make complex inferences
  - 4.4 Generate opposing arguments

## 8. Instructional Goals

This course will introduce students to:

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- 1.0 The elements of context, audience, purpose, and voice in a college-level text;
- 2.0 The relationships between assignments and texts at a college-level;
- 3.0 College-level grammar and mechanics;
- 4.0 Identifying and developing clear main ideas in college-level reading and writing;
- 5.0 The writing and reading processes for college-level activities (pre-reading/pre-writing, reading/writing, reflection/revision);
- 6.0 Expository, narrative, and argumentative pieces at the college-level;
- 7.0 Critical thinking skills in reading and writing including avoiding generalizations, making complex inferences, and generating opposing arguments;
- 8.0 Vocabulary and vocabulary acquisition skills needed for college-level texts;
- 9.0 The complexities of plagiarism;

### 9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Determine the context, audience, purpose, and voice of a piece of college-level text;
- 2.0 Determine the relationships between assignments and college-level texts;
- 3.0 Use advanced developmental grammar and mechanics correctly in college-level essays;
- 4.0 Identify main ideas in college-level texts;
- 5.0 Generate clear main ideas in college-level writing;
- 6.0 Demonstrate college-level understanding of the writing and reading processes (pre-reading/pre-writing, reading/writing, reflection/revision);
- 7.0 Read and write expository, narrative, argumentative pieces at the college-level;
- 8.0 Use critical thinking skills in reading and writing, make complex inferences, and generate opposing arguments;

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9.0 Use expanded knowledge of vocabulary and vocabulary acquisition skills needed for college-level texts;

10.0 Identify elements of plagiarism;

## 10. **Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

1.0 Grammar quizzes;

2.0 Homework assignments;

3.0 College-level essay writing practice (e.g. 3-part essay with introduction, body, and conclusion) on guided and independent topics;

4.0 A writing portfolio comprised of work completed over the semester; and

5.0 Final exam consisting of an in-class 3-part essay that is reviewed by 3 LandH faculty members using the NMC Placement Test Rubric; a score of 5 or higher is needed to pass.

