

University of Arkansas – Fort Smith

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General Syllabus

ENGL 02643 Transition to College Writing and Reading

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Required placement score.

Effective Catalog: 2019-2020

I. Course Information

A. Catalog Description

Integrated reading and writing, including assignments such as students will encounter in content courses. Includes critical, rhetorical, and summative reading methods; annotation and evaluation of readings. Writing assignments include summary, response, short answer, synthesis.

B. Additional Information

None.

II. Student Learning Outcomes

A. Subject Matter

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

1. Demonstrate ability to use a variety of strategies to read and comprehend academic texts/textbooks.
2. Compose pieces of writing that are unified, coherent, well-developed, and well-edited and that make use of differing rhetorical structures/modes in service to a larger rhetorical purpose.
3. Compose pieces of writing that properly incorporate source material using signal phrases and quotation marks, when appropriate.
4. Use computer skills/word processing skills to create, store, retrieve, and print documents and to send messages and documents (as attachments) via email.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Analytical Skills

Critical Thinking Skills

Students will analyze a variety of texts for their rhetorical and/or literary features, as well as analyze the rhetorical situation to which the texts they produce respond.

Communication Skills (written and oral)

Students will practice communication skills through discussions, presentations, and a variety of required written assignments.

Ethical Decision Making

Students will practice critical response to the writing of others, responsible use of research materials and intellectual property, and the ethical use of persuasion.

Global & Cultural Perspectives

Students will analyze the rhetorical situation, produce texts for a variety of audiences, and avoid the use of biased language.

III. Major Course Topics

- A. Academic disciplines and discourses
- B. Reading strategies (e.g., using context clues to infer word meaning; using dictionaries/thesauruses; analyzing rhetorical patterns; identifying author's purpose/audience and writing context/situation; identifying main ideas, supporting information, and inferences; identifying facts, opinions, and arguments; interpreting graphics and visual data; etc.)
- C. Annotation of texts/textbooks (e.g., using SQ3R/Cornell Method/etc., developing various kinds of questions based on the text, writing summaries/paraphrases, etc.)
- D. Recursive writing processes (e.g., invention, drafting, peer review, instructor feedback, revision, editing, and proofreading)
- E. Rhetorical structures/modes (e.g., narrative, informative, and argumentative)
- F. Structure, organization, and development of paragraphs and essays (e.g., topic sentences/thesis statements; introduction/body/conclusion; organizational patterns, etc.)
- G. Incorporation of source material, including signal phrases and quotation marks, and avoidance of plagiarism
- H. Basic computer/word processing skills (e.g., file creation and management; creating, sending, and replying to email, including attaching files; etc.)