J. Sargeant Reynolds Community College
Course Content Summary

Course Prefix and Number: ENF 3 **Credits:** 2

Course Title: Preparing for College English III

Course Description:
Provides integrated reading and writing instruction for students who require minimal preparation for college-level English but still need some preparation to succeed. Students in this course will be co-enrolled in college-level English. Students will place into this course based on placement test score. Credit is not applicable toward graduation. Lecture 2 hours per week.

General Course Purpose:
An advanced developmental course meant to assist students with reading, writing, and study skills to foster college readiness and especially to pass credit-level classes; such as, ENG 111, social science, science, and other high-risk courses

Course Objectives:
Upon completing the course, the student will be able to:

1. Demonstrate the use of pre-reading, reading, and post-reading skills with college-level texts
   a. Use pre-reading strategies (e.g., previewing, assessing prior knowledge, planning reading and study time, skimming, scanning)
   b. Use reading strategies (e.g., annotating, asking questions, summarizing)
   c. Use post-reading strategies (e.g., reviewing, self-quizzing)
   d. Use metacognitive skills throughout the reading process (e.g., self-monitoring, making connections, and assessing comprehension)
2. Pre-write, draft, revise, edit, and proofread college-level texts
   a. Assess rhetorical situations (e.g., audience, purpose, voice, meaning)
   b. Apply techniques of invention (e.g., brainstorming, mapping, listing, outlining)
   c. Draft with consideration of subject, audience, purpose, voice, written expression, and meaning
   d. Revise to produce coherent, clear, and unified texts
   e. Edit to apply the conventions of academic written English, including grammar, usage, and mechanics
   f. Proofread to ensure accuracy of final published texts
3. Expand vocabulary by using various methods
   a. Identify meanings of words in context, using
      1) Example clues
      2) Synonym clues
      3) Antonym clues
      4) General context
   b. Identify meanings of words by analyzing word parts according to
      1) Prefix meaning
      2) Root meaning
      3) Suffix meaning
   c. Identify meanings of words using reference materials
   d. Develop strategies for learning and correctly using vocabulary

4. Demonstrate comprehension by identifying rhetorical strategies and applying them to college-level texts
    a. Analyze organizational patterns
    b. Annotate
    c. Paraphrase
    d. Summarize
    e. Reflect
    f. Respond
5. Analyze college-level texts for stated or implied main idea and major and minor supporting details
    a. Identify the topic
    b. Identify the main idea
    c. Identify the major details
    d. Identify the minor details
6. Demonstrate critical-thinking skills when reading and writing college-level texts
    a. Identify audience
    b. Identify purpose of text
    c. Identify tone
    d. Identify point of view
    e. Identify points of argument and types of supporting evidence
    f. Distinguish fact from opinion
    g. Make valid inferences
    h. Analyze
    i. Synthesize
    j. Evaluate
7. Write well-developed, coherent, and unified college-level texts, including paragraphs and essays
    a. Produce writing for different audiences and purposes
    b. Incorporate appropriate and reasoned support and evidence
    c. Apply organizational patterns
    d. Write appropriate, controlling thesis statement
    e. Compose grammatically and mechanically correct sentences that convey the messages clearly, precisely, and fluently
    f. Write logically developed paragraphs that include topic sentences, support, and concluding statements
8. Identify, evaluate, integrate, and document sources properly
    a. Identify and retrieve a variety of relevant sources on a topic
    b. Evaluate varied and applicable sources to determine weight of authority, credibility, objectivity, currency, and relevancy
    c. Demonstrate ability to take notes
    d. Write texts that correctly integrate paraphrased or quoted information from an outside source
    e. Cite sources using both in-text citations and documentation of sources
    f. Demonstrate understanding of the ethical, legal, and social issues surrounding plagiarism, intellectual property rights, and academic integrity
9. Demonstrate readiness to study for college courses
    a. Do a concept map that represents the content of a textbook passage.
    b. Make notes on a podcast or other simulated lecture that demonstrate Cornell or T-Method or other note-taking rubric, capturing most of the content in organized, accurate statements.
    c. Draw an accurate representation of a process, e.g. a storyboard or flow chart.
    d. Chart a contrast between two comparable subjects by designing appropriate rows (contrasts) in sufficient quantity.
    e. Develop self-testing methods for application, analysis, synthesis, and evaluation questions.
    f. Develop concept cards for grouping vocabulary around core concepts of a chapter or lecture.
    g. Develop time lines for tracking chronology, causes, and effects through and across historical eras, procedures and processes.

h. Engage in reciprocal questioning with a study partner to rehearse essay exam answers.
i. Develop talk-throughs for essay exam answers, such as by developing a brief outline/listing of content on a talk-through card
j. Develop a Specific Study Plan (SSP) to prepare a large volume of information for a major exam, such as using rehearsal skills from 9.1 through 9.9 for two or more weeks before the exam.
k. Demonstrate “test-wiseness” for objective tests and essay exams.

Major Topics to be Included:
1. Developmental reading skills
2. Developmental writing skills
3. Study Skills
4. College Readiness

Effective Date of Course Content Summary: January 7, 2013