

**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 085


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

**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 first of two new courses being proposed that will collapse the reading and writing NDU program from six courses to just two.

Brady Hammond

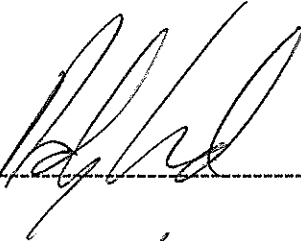
Proposer



April 13, 2016  
Date

Brady Hammond

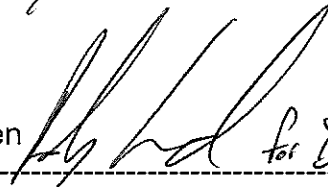
Department Chair



April 13, 2016  
Date

Barbara K. Merfalen

Dean of Academic Programs and Services



for Dean Merfalen April 13, 2016  
Date

# Northern Marianas College

## Course Guide

Course: EN 085 Integrated Reading and Writing I

### 1. Department

Languages and Humanities

### 2. Purpose

EN085 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 introducing and developing the skills needed to read and write advanced-level English texts. This includes advanced-level grammar constructions as well as comprehensive sentence and paragraph practice culminating in writing an 3-part paragraph (topic sentence, support, concluding sentence). The course will also introduce learners to a variety of paragraph-level rhetorical organizational patterns necessary for competence in college reading and writing. Students who complete this course should be able to score a 3-4 on the NMC Placement Test Rubric. This course is for those students who place into it initially by scoring a 2 on the NMC Placement Test. (Offered Fall and Spring)

### 3. Description

#### 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 1) (2<sup>nd</sup> Edition). Boston, MA: Cengage Learning. Readability level: Grade 8

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

Recommended:

College-level English dictionary

#### Contact Hours

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

#### A. Credits

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

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**Course:** EN 085 Integrated Reading and Writing I

## **Catalogue Course Description**

This is the first of two courses designed to develop critical reading and academic writing skills of students. The course will introduce students to critical reading skills and academic writing skills required at the college level. The course will accomplish this by using reading to support writing and writing to support reading. Work in the English Language Laboratory is required. This course will prepare students for EN95. Prerequisites: Placement via the NMC Placement Test.

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

None

## **C. Course Activities and Design**

This course is designed to provide an opportunity for low-level developmental learners to transition from reading and writing fundamentals to more advanced material while raising grammar and rhetoric skills to the advanced developmental level. The focus of this course is on providing the student with the tools to progress towards an advanced understanding of the reading and writing skills. This will position them to continue in the next course in the sequence, EN095.

Classroom activities will provide students with basic grammar and reading and writing practice. The latter two will use reading and writing to inform one another and will introduce students to reading and writing processes used at the advanced developmental level. The reading process includes pre-reading, reading, rereading, and reflecting. The writing process includes prewriting, writing, and revising. Activities will also cover advanced rhetoric, grammar, and mechanics necessary for critical reading and academic writing at the advanced developmental 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)**

A reviewed score of 2 on the NMC Placement test.

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

Cost to the Student:

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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 markers, TV, VCR, videotapes, projection screen, and photocopying.

### 6. Method of Evaluation

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

Only P (Pass) or 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. 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 an Advanced Developmental Level
- 2.0 The Reading Process for Advanced Developmental Texts
- 3.0 The Writing Process for Advanced Developmental Writing
- 4.0 Grammar Skills Covered in EN 085 Through Reading and Writing
  - 4.1 Verbs
    - 4.1.1. Simple Present
    - 4.1.2. Simple Past
    - 4.1.3. Present Perfect
    - 4.1.4. Past Continuous
    - 4.1.5. Subject-Verb Agreement
  - 4.2 Articles – Introduction
  - 4.3 Pronouns
    - 4.3.1. Personal Pronouns (subject, possessive, object)
    - 4.3.2. Pronoun-noun agreement
  - 4.4 Adjectives – Introduction
  - 4.5 Adverbs – Introduction
    - 4.5.1. Frequency

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- 4.5.2. Spatial
  - 4.5.3. Time
  - 4.5.4. Position within a sentence
  - 4.6 Joining sentences with coordinating conjunctions
  - 4.7 Prepositional phrases
  - 5.0 Sentence Construction
    - 5.1 Understanding independent and dependent clauses and the relationship between the two
    - 5.2 Writing simple, complex, and compound sentences
    - 5.3 Joining sentences and clauses
    - 5.4 Reading model sentences
  - 6.0 Paragraph Construction
    - 6.1 Pre-writing
      - 6.1.1. Idea generation processes (e.g. freewriting and brainstorming)
      - 6.1.2. Avoiding plagiarism
      - 6.1.3. Reading model paragraphs
    - 6.2 The process of writing a paragraph
      - 6.2.1. Development of ideas
      - 6.2.2. Turning ideas into topic sentences
      - 6.2.3. Controlling ideas
      - 6.2.4. Planning a paragraph
        - 1.6.2.4.1. Coherence through ordering ideas
        - 1.6.2.4.2. Developing major and minor support
      - 6.2.5. Concluding/transitional sentences
    - 6.3 Revision of paragraphs
      - 6.3.1. Sentence-level revision
      - 6.3.2. Avoiding sentence errors
  - 7.0 Modes of Discourse – Paragraph
    - 7.1 Exposition
    - 7.2 Narration
    - 7.3 Argumentative
  - 8.0 Critical Thinking at the Paragraph Level
    - 8.1 Differentiating between general statements and specific support
    - 8.2 Making basic inferences
    - 8.3 Differentiating between fact and opinion
- 8. Instructional Goals**
- This course will introduce students to:
- 1.0 The elements of context, audience, purpose, and voice in an advanced developmental level text;

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- 2.0 The relationships between assignments and texts at an advanced developmental level;
- 3.0 Advanced developmental grammar and mechanics;
- 4.0 Identifying and developing clear main ideas in advanced-level reading and writing;
- 5.0 The writing and reading processes for advanced-level activities (pre-reading/pre-writing, reading/writing, reflection/revision);
- 6.0 Expository, narrative, and argumentative pieces at the advanced developmental-level;
- 7.0 Critical thinking skills in reading and writing including differentiating between general statements and specific support, making basic inferences, and differentiating between fact and opinion;
- 8.0 Vocabulary and vocabulary acquisition skills needed for advanced developmental-level texts;
- 9.0 Basic concepts 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 an advanced-level text;
- 2.0 Determine the relationships between assignments and advanced-level texts;
- 3.0 Use advanced developmental grammar and mechanics correctly in advanced-level essays;
- 4.0 Identify main ideas in advanced-level texts;
- 5.0 Generate clear main ideas in advanced-level writing;
- 6.0 Demonstrate basic 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 an advanced-level;
- 8.0 Use critical thinking skills in reading and writing to differentiate between general and specific support, and make basic inferences;

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

### **10. Assessment Measures**

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

- 1.0 Grammar quizzes;
- 2.0 Homework assignments;
- 2.0 Writing practice of simple, compound, and complex sentences; and
- 3.0 Final exam consisting of paragraph writing to demonstrate knowledge of all material covered in the course.

