

# Minnesota State College Southeast

## ENGL 0528: Reading & Writing 3

### A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: 2

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

This course requires any of these five prerequisite categories

1. A score of 66 on test Accuplacer Reading Comprehension

Or

2. A score of 243 on test Accuplacer NG Reading

Or

3. A score of 16 on test ACT English

Or

4. A score of 19 on test ACT Reading

Or

5. Both of these groups

1. Any one of these four

FYEX 1000 - College Success Strategies

A score of 86 on test Accuplacer Elementary Algebra

A score of 20 on test ACT Math

A score of 230 on test Accuplacer NG Advanced Algebra Functions

And

2. ENGL 0518 - Reading & Writing 2

Corequisites: None

MnTC Goals: None

This course provides structured opportunities for students to improve writing skills primarily at the paragraph and short essay level. Students will write from experience and from readings and will be introduced to academic documentation conventions, including avoiding plagiarism. Students will also strengthen reading comprehension skills for successful reading of college level texts, articles, research, and other materials. This is a developmental course and therefore does not count toward a diploma or degree. (Prerequisite: A minimum score of 66 on the Reading Comprehension portion of the ACCUPLACER basic skills test or successful completion of ENGL0518 and FYEX0100) (FYEX1000 is also recommended and advised concurrent if placed directly into ENGL0528) (2 credits: 2 lecture/0 lab)

**B. COURSE EFFECTIVE DATES:** 02/29/2012 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Recognize effective paragraph and essay structures
2. Write effective paragraphs and short essays
3. Support the focus of a paragraph or of a short essay
4. Expand reading comprehension of college-level reading/course materials

#### **D. LEARNING OUTCOMES (General)**

1. Write grammatically correct sentences of varying lengths and structural patterns
2. Write a focused topic sentence at the paragraph level; a focused thesis statement at the short essay level
3. Support the paragraph or essay's focus through the use of concrete details, description, examples, etc.
4. Organize the individual sentences of a paragraph in a way that effectively builds support for the focus of a paragraph
5. Provide effective transitions between individual sentences within a paragraph or short essay
6. Identify and perform various prewriting techniques
7. Evaluate and acknowledge source material in paragraph and short essay writing
8. Analyze elements of good writing in regular reading assignments
9. Understand and infer meaning from author's tone, style, purpose, point of view, organizational pattern, etc.
10. Promote an independent reading habit
11. Demonstrate an expanded vocabulary of college-level terms
12. Produce coherent and thoughtful paragraphs and short essay(s)

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted