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Master Syllabus

ENGL 0083 – Foundations of Literacy

Revision Date: November 5, 2018

Previous Revision Dates (list all): March 2015

Course Credit Value: 3

If taught in a 15 week semester, students spend the following clock hours, each week in:

Lecture: 3

Laboratory: 0

Clinical Experience/Internship/Workplace experience: 0

Pre and/or Co Requisites:

Pre-Requisite(s): ACT English score of 15 or below, or COMPASS Writing score of 59 or below

Concurrency: None

Co- Requisite(s): None

Equivalency SLCC: LFEN 0083

Equivalency BOR: None

Course Description: ENGL 0083 examines and explores the multiple definitions and functions of literacy. Students reflect on experience, close read a variety of texts, and make critical choices while writing essays. This course is designed to prepare students for college level reading and writing while making connections between the subjects and their application for future courses in the student's curriculum. This is a skills improvement course that cannot be used for certificate or degree programs. A grade of "C" or better is required for enrollment in ENGL 1010.

Student learning Outcomes:

As a result of successful completion of this course the student will be able to:

1. Utilize all phases of the writing process (e.g. prewriting, drafting, evaluating, editing, and revising.) to construct well-written essays that include:
 - a. A clear lead-in and a thesis statement, using an essay map when appropriate.
 - b. Unified body paragraphs using explanations, examples, and concrete details, and use different strategies for organizing body paragraphs.
 - c. Transitional devices to guide the reader.
 - d. A comprehensive conclusion that wraps up of the essay and offers a final thought on the topic.
 - e. Appropriate sentence structure, grammar, punctuation, and vocabulary.

NOTE: The intention of this master course syllabus is to provide you with an overview of the contents of this course, as specified by the faculty of South Louisiana Community College. Please note: individual course syllabi will reflect the diversity of individual approaches to course material and assessment.
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2. Recognize research concepts –primary and secondary, MLA documentation (works cited page and in-text citations), paraphrase, summary, and quotation.
3. Analyze and evaluate readings through critical thinking and applying the SQ3R reading method.
4. Identify audience, purpose, organizational patterns, main ideas, supporting details, and vocabulary choices of example essays to become a more effective reader and make informed choices in their own writing.

Course Content:

- I. Writing Process
 - a. Prewriting
 - b. Drafting
 - c. Revision
 - d. Editing
- II. Rhetorical Situation
 - a. Audience
 - b. Purpose
 - c. Tone
 - d. Genre
 - e. Conventions
- III. Vocabulary Skills
 - a. Appropriate Meaning of Words
 - b. Vocabulary Use in Writing
 - c. Prefixes, Roots, and Suffixes
 - d. New Words
 - e. Connotative and Denotative Meanings of Words
- IV. Critical Reading Skills
 - a. Main Idea
 - b. Supporting Details
 - c. Writing Patterns
 - d. Valid Conclusions
 - e. Fact and Opinion
 - f. Author's Purpose, Tone, Ideas and Logic
 - g. Figurative and Slanted Language
- V. Structure
 - a. Introduction
 - i. Lead-In
 - ii. Thesis
 - b. Conclusion
 - i. Wrap up
 - ii. Final Thoughts
- VI. Body Paragraphs
 - a. Topic Sentences
 - b. Organizational Strategies
 - c. Development
 - i. Examples
 - ii. Details
 - iii. Explanations

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- VII. Transitional Devices
 - a. Logical Bridges
 - b. Verbal Bridges
 - c. Words
 - d. Phrases
- VIII. Mechanics
 - a. Grammar
 - b. Punctuation
 - c. Sentence Structure
- IX. Research
 - a. Secondary
 - i. Library
 - ii. Web
 - b. Primary
 - i. Survey
 - ii. Interview
 - iii. Observation
- V. MLA
 - a. Summary
 - b. Paraphrase
 - c. Quotation
 - d. Plagiarism
 - e. In-Text citations
 - f. Works Cited Pages

Methods of Delivery: Lecture

Assessment:

- The course grade will assess the student's writing process and subject matter knowledge. These assessments may be graded or ungraded, given in or out of class, and composed via print or electronic mediums:
 - Three essays/formal writing projects (including revision) 30%
 - Informal writing exercises – paragraphs, outlines, peer reviews, rough drafts, journals, in-class writing, grammar exploration – 20%
 - Reading responses, quizzes, vocabulary practice/identification, context clues, main ideas, audience/purpose, organizational strategies, journals, in-class reading, and annotations 40%
 - Other (Exams, Special Project, Participation) 10%

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