



## MASTER COURSE OUTLINE

### A. ENGL 0960 College Prep English Level II

### B. COURSE DESCRIPTION:

This course is the second level of a two-level sequence of College Prep English. Students will learn advanced reading and writing skills that will prepare them for Freshman English and other college-level classes. Students will learn to analyze and interpret a variety of reading materials of college-level difficulty. They will also have several opportunities to integrate and apply critical reading and writing skills through the development of short essays. Prerequisites: Appropriate Accuplacer score or a grade of C or higher in College Prep English I. This course does not meet distribution requirements and will not count as credits toward graduation. A grade of C or higher is required to enroll in ENGL 1101.  
**(3 Cr – 3 lect, 0 lab)**

### C. \*\*Core Theme: Critical Thinking

### D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ☒ ILO 1: critical thinking (*Core Theme Goal 2*)
- ☐ ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ☐ ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ☐ ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

### E. MAJOR CONTENT AREAS:

- Writing process: invention, organization, drafting, revision, editing, presentation
- Patterns of development: recognizing patterns in readings and writing short essays that use those patterns: description, narration, example, comparison and contrast, cause and effect
- Locating thesis statements in readings; creating strong thesis statements in writing
- Techniques for using and documenting sources
- Vocabulary development
- Basic grammar and punctuation
- Active reading strategies, including, but not limited to, surveying texts, annotating, and mapping
- Inferential reading comprehension (drawing conclusions, making inferences)
- Student resources: Writing Center, Student Success Center, Library, Counselors, Computer Lab, D2L

## F. GOAL TYPES, OBJECTIVES, AND OUTCOMES:

| <u>GOAL</u>                | <u>OBJECTIVES</u><br>Students will be able to                                                                                                                              | <u>OUTCOMES</u><br>The student will successfully                                                                          |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>**Critical Thinking</b> | analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them. | 1. demonstrate ability to recognize implied main ideas and to draw valid inferences and conclusions.                      |
| <u>CS</u>                  | generate, select, develop, and relate ideas coherently in short essays.                                                                                                    | 1. write clear, coherent short essays in response to reading selections.                                                  |
| <u>CS</u>                  | enhance writing with research.                                                                                                                                             | 1. document sources: quote, paraphrase, summarize.                                                                        |
| <u>CS</u>                  | understand writers' use of thesis statements.                                                                                                                              | 1. identify thesis statements in readings.<br>2. write strong thesis statements in short essays.                          |
| <u>CS</u>                  | understand/demonstrate the writing process through invention, organization, drafting, revision, editing, and presentation.                                                 | 1. compose short essays that demonstrate steps of the writing process from generating ideas to publishing.                |
| <u>CS</u>                  | select appropriate communication choices for specific audiences.                                                                                                           | 1. write a variety of short essays that demonstrate ability to make decisions about content, style, and format.           |
| <u>CS</u>                  | determine writer's main idea and purpose.                                                                                                                                  | 1. write summaries that demonstrate thorough understanding of author's message.                                           |
| <u>CS</u>                  | use a variety of reading and vocabulary building strategies.                                                                                                               | 1. describe and apply strategies that can be used to understand new vocabulary and to comprehend and respond to readings. |
| <u>CS</u>                  | understand punctuation and grammar rules.                                                                                                                                  | 1. identify and correct grammar and punctuation errors.                                                                   |

## G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

## H. COURSE CODING INFORMATION:

Course Code G/Class Maximum 25; Letter Grade

Revision date: 11/01/17; 02/06/23

AASC Approval date: 11/21/17; 03/28/23

| <b>*Riverland Community College Disciplines</b>   | <b>MnTC Goal Number</b> |
|---------------------------------------------------|-------------------------|
| Communication (CM)                                | <b>1</b>                |
| Natural Sciences (NS)                             | <b>3</b>                |
| Mathematics/Logical Reasoning (MA)                | <b>4</b>                |
| History and the Social & Behavioral Sciences (SS) | <b>5</b>                |
| Humanities and Fine Arts (HU)                     | <b>6</b>                |

| <b>**Riverland Community College Core Themes</b> | <b>MnTC Goal Number</b> |
|--------------------------------------------------|-------------------------|
| Critical Thinking (CT)                           | <b>2</b>                |
| Human Diversity (HD)                             | <b>7</b>                |
| Global Perspective (GP)                          | <b>8</b>                |
| Ethical and Civic Responsibility (EC)            | <b>9</b>                |
| People and the Environment (PE)                  | <b>10</b>               |

\*These five MnTC Goals have been identified as Riverland Community College Disciplines.

\*\* These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.