Course Establishment Form
Outline

Effective Date: Fall 2009

<table>
<thead>
<tr>
<th>Division:</th>
<th>Arts, Humanities, and ABE</th>
<th>Program/Dept:</th>
<th>Intensive English Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>IEP 061</td>
<td>Credits:</td>
<td>10</td>
</tr>
<tr>
<td>Program/Dept:</td>
<td>Intensive English Program</td>
<td>Variable:</td>
<td>No</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Reading/Writing/Grammar 6</td>
<td>Inst. Intent:</td>
<td>12 Academic Basic Education</td>
</tr>
<tr>
<td>CIP:</td>
<td>33.0108</td>
<td></td>
<td></td>
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<tr>
<td>Fee:</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
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<thead>
<tr>
<th>Degree/Certificate Requirement:</th>
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<th>No: X</th>
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<tbody>
<tr>
<td>Name of Degree/Certificate:</td>
<td></td>
<td></td>
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<tr>
<td>Distribution Requirement for AA/AS:</td>
<td></td>
<td></td>
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<tr>
<td>Transfer Status to 4-year institution:</td>
<td>Yes</td>
<td>No: X</td>
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<tr>
<td>If yes, please describe:</td>
<td></td>
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<table>
<thead>
<tr>
<th>Course length:</th>
<th>10 weeks</th>
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<tbody>
<tr>
<td>Class Size:</td>
<td>18</td>
</tr>
<tr>
<td>Course Contact Hours:</td>
<td>100</td>
</tr>
<tr>
<td>Lecture:</td>
<td>100</td>
</tr>
<tr>
<td>Lab:</td>
<td></td>
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<tr>
<td>Clinical:</td>
<td></td>
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<tr>
<td>Other:</td>
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<td>System:</td>
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<thead>
<tr>
<th>Prerequisite:</th>
<th>Yes: X</th>
<th>No:</th>
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<tbody>
<tr>
<td>If yes, please describe:</td>
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Satisfactory completion of appropriate IEP coursework or IEP/Testing Center placement tests.

<table>
<thead>
<tr>
<th>Required Placement Tests:</th>
<th>Yes X</th>
<th>No</th>
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<tbody>
<tr>
<td>If yes, please describe:</td>
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IEP placement test(s) at Testing Center

Comments:

Course Description:

For non-native speakers of English who are international students. Reading emphasis on vocabulary, comprehension, and formulation of answers to essay questions. Previously covered grammar will be reviewed as required, with special attention to trouble spots. Writing focus will be on essays, learning to perform and apply critical thinking to research, and incorporating appropriate research into essays. Practice summarizing, synthesizing, and paraphrasing in order to avoid plagiarism.

Course Goals:
Within the context of learning English as a second language, students will also be introduced to American academic culture.

**NSCC General Education Learning Outcomes and/or Related Instructional Outcomes (for technical courses) Met by Course:**

**Level 6 RWG:**
1. Think critically in reading and writing
2. Discover, develop, and communicate one’s own creative and critical ideas in writing and to respond in effective writing to the spoken, written, and visual ideas of others.
3. Access, evaluate, and apply information from a variety of sources and a variety of contexts.

**Course Outcomes/Learning Objectives:**

Students will be able to:

**GRAMMAR**
1. Use verb tenses studied in previous levels.
2. Appropriately use active and passive voice.
3. Use articles, quantifiers, and prepositions with accuracy most of the time.
4. Use subordinating clauses in writing (time clauses, adjective clauses, noun clauses).
5. Use conditional sentences when appropriate.
6. Use reported speech in writing.

**READING/WRITING:**
1. Read a passage and paraphrase or summarize it.
2. Summarize and synthesize research.
3. Write a well-organized, coherent 5 (or more) paragraph essay.
4. Write a researched argument essay using a limited amount of MLA citation.
5. Use the library and the Internet for research.
6. Critically analyze research for authority, bias, and currency.
7. Control use of advanced punctuation (colon, semi-colon, dash, parentheses, italics)
8. Use English grammar effectively in writing.
10. Identify purpose and audience of a text.
11. Recognize bias and assumption in a text.
12. Identify fallacies and inconsistencies in a text.
13. Draw conclusions from a text.
14. Recognize and discuss figurative language in a text.

**STUDY SKILLS:**
1. Use classroom skills, such as taking notes.
2. Follow simple written and oral directions.
3. Utilize basic study and group-work skills.
4. Take personal responsibility for learning the material, asking for repetition, and clarifying information.
5. Manage time efficiently (including attending class and arriving on time).
6. Organize study materials.
**Topical Outline and/or Major Divisions:**

1. Work on grammar trouble spots (as evidenced from diagnostic test) as needed.
2. Practice writing in class (summaries, paragraphs, essays, pre-writing, drafting, editing, revising)
3. Continue to work on plagiarism awareness and avoidance (definition, consequences of, identification of, paraphrasing and summarizing skills, etc.).
4. Continue to work on Information Literacy.
5. Access and evaluate information from the library and the Internet.
6. Continue to work on context clues and word analysis in reading.
7. Continue to apply grammar and sentence structure rules to reading comprehension.
8. Write timed short answers based on readings in class.
9. Continue to work with figurative language.
10. Continue work with discourse indicators (beginning, transitions, developing, emphasizing, clarifying of ideas).
11. Practice synthesizing information from various sources (interviews, other media, etc.)
12. Use a variety of reading materials, including authentic materials.

**Course Requirements (Expectations of Students)**

1. Daily and punctual attendance
2. Participation in class activities
3. Contribution to class and small group discussion
4. Completion of homework
5. Quizzes and exams
6. Library/Loft/Lab work as assigned.
7. Minimum 75% mastery of each subject

**Methods of Assessment/Evaluation:**

1. Quizzes (including in-class, timed writing quizzes)
2. In-class work and assignments
3. Homework
4. Optional midterm and mandatory final exam
5. Attendance and participation
6. Final grades are assigned according to published grading standards for the course.

**Required Text(s) and/or Materials:**

Texts may be chosen from the list of approved IEP textbooks. This list is available from the IEP Faculty Coordinator. Other texts may be chosen, but only with prior approval of IEP Faculty Coordinator and other instructors.

**Supplemental Text(s) and/or Materials:**

As required by instructor.
Outline Developed by: IEP Curriculum Committee, chaired by Marcie Leek

Outline Revised by: Course Establishment Form 2001

Date: Winter, 2009

Date: 10/11/01