STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

MASTER SYLLABUS

ENGL 097 Academic Reading and Writing

CIP Code: 872310

Updated by: Eunjyu Yu, PhD

SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH/ HUMANITIES
SPRING 2020

A. **TITLE**: Academic Reading and Writing

B. **COURSE NUMBER:** ENGL 097

C. **CREDIT HOURS:**

4 Credit Hours
4 Lecture Hours: 4 per week

Course Length: 15 weeks

D. **WRITING INTENSIVE COURSE**: No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Fall and Spring

G. **COURSE DESCRIPTION:**

In this course students will develop the literacy skills required in an academic setting. Students read and respond to a variety of academic texts. The course includes fundamental rhetorical strategies for academic writing and an overview of basic writing mechanics and grammar. Additional tutorials with the class instructor, the Writing Center, EOP and/or Accommodative Service tutors may be required. A minimum grade of C is required for progression to ENGL 101.

H. **PRE-REQUISITES/CO-REQUISITES:**

Pre-requisite(s): none
Co-requisite(s): none

I. **STUDENT LEARNING OUTCOMES:**

Course Student Learning Outcome [SLO]	PSLO	GER	ISLO
a. Use critical reading skills to identify the main ideas and supporting details in texts			2 [CA]
b. Develop thesis statements and purpose statements			1 [W]
c. Demonstrate the ability to organize ideas and supporting details in their writing			1 [W]
d. Demonstrate grammatical proficiency and mechanical skills			1 [W]
e. Demonstrate the ability to revise and edit papers			1 [W]
g. Use a documenting format in their fields (e.g. APA, MLA)			1 [W]

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subsets
1	**Communication Skills** Oral [O], Written [W]
2	**Critical Thinking** *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]*
3	**Foundational Skills** *Information Management [IM], Quantitative Lit,/Reasoning [QTR]*
4	**Social Responsibility** *Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]*
5	**Industry, Professional, Discipline Specific Knowledge and Skills**

J. **APPLIED LEARNING COMPONENT:** Yes_____ No__X_____

K. **TEXTS:**

Open educational resources

L. **REFERENCES:**

Friend, C, Knight, L. & Glazier, T. (2015). The least you should know about vocabulary building. Cengage Learning.
Langan, J. (2014). Ten steps to improving reading skills. (6th Ed.). New Jersey: Townsend press.
Oshima, A. and Hogue, A. (2016). Longman Academic Writing Series. (4th ed.). Pearson Education
Writing Center at Southworth Library -http://www.canton.edu/tutoring/writing_center.html
Academic Support Services --http://www.canton.edu/academic_support_services/
Online writing lab at Purdue University --http://owl.english.purdue.edu
Modern Language Association --http://www.mla.org/style

M. **EQUIPMENT:** none

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Exams
- Quizzes
- Papers
- Participation

P.   DETAILED COURSE OUTLINE:

I. Reading skills
    A. Identify main ideas, implied ideas, and supporting details
    B. Recognize author's purpose and tone
    C. Recognize relationships between sentences
    D. Read texts critically
    E. Understand vocabulary in context
    F. Develop college level vocabulary.

II. Writing skills
    A. Generate and develop ideas
    B. Introduce research tools
    C. Organize ideas logically
    D. Use rhetorical patterns
    E. Write and revise a paper
    F. Use appropriate documentation format in their fields (e.g., MLA)

III. Grammar
    A. Noun Usage
    B. Pronoun Usage
    C. Verb Usage
    D. Adjective and Adverb Usage
    E. Other Parts of Speech
    F. Punctuation
    G. Sentence Structure
    H. Voice

Q.   LABORATORY OUTLINE: None