South Central College

READ 0095 Integrated Literacy

Common Course Outline

Course Information

Description	Integrated Literacy provides intensive instruction in critical thinking, reading, and writing in preparation for English 100 (Composition) and other 100-level courses. Coursework will emphasize independent reading of complex academic texts, critical response to ideas and information in academic texts, and writing essays that integrate ideas and information from academic texts. Note: This course fulfills the requirements of READ 0080, READ 0090, ENGL 0080, and ENGL 0090. (Prerequisite: Next-Generation Accuplacer Reading score of 230 or higher, OR Classic Accuplacer Reading score of 50 or higher, OR MCA Reading score of 900 or above.)
Total Credits	8
Total Hours	128

Types of Instruction

Instruction Type	Credits/Hours
Lecture/Discussion	8.0/128

Pre/Corequisites

Prerequisite   Next-Generation Accuplacer Reading score of 230 or higher, OR Classic Accuplacer Reading score of 50 or higher, OR MCA Reading score of 900 or above.

Institutional Core Competencies

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Course Competencies

1.   Use pre-reading strategies to facilitate understanding of texts.

Learning Objectives
Interpret texts independently, using critical thinking and a problem-solving approach for a variety of academic purposes.
Provide objective summaries of texts.

Adapt the SQ4R (Skim, Question, Read, Write, Recite, Review) textbook reading strategy to college textbook readings.

2.   Read actively and critically.

Learning Objectives
Provide objective summaries of texts.
Interpret texts independently, using critical thinking and a problem-solving approach for a variety of academic purposes.
Use newly-acquired critical reading skills to determine central ideas, arguments, and main ideas.

3.   Identify and deconstruct abstract ideas found in complex academic texts.

Learning Objectives
Interpret texts independently, using critical thinking and a problem-solving approach for a variety of academic purposes.
Analyze how sets of detail unfold to reveal two or more implicit central themes, arguments, or main ideas.

4.   Formulate and explain valid inferences based on information from texts.

Learning Objectives
Analyze cumulative impact of factual details in determining logical inferences.
Provide objective summaries of texts.

5.   Write and evaluate arguments for validity and credibility.

Learning Objectives
Identify and employ appropriate audience and purpose.
Evaluate and identify credible sources.

6.   Synthesize ideas and information from multiple sources and varying points of view.

Learning Objectives
Evaluate and identify credible sources.
Use newly-acquired critical reading skills to determine convincing support for textual analysis and idea generation.

7.   Write well-organized, unified, coherent essays with a clear, purposeful thesis statement.

Learning Objectives
Apply appropriate organizational style for given writing purpose.
Establish a clear thesis statement.
Write a topic sentence for each paragraph.
Use transitions to connect ideas.
Organize introduction, body, and conclusion of essay.
Write conclusion to summarize and evaluate main points.
Use primary and secondary examples to support main ideas.

8.   Support ideas with adequate and varied evidence.

Learning Objectives
Use primary and secondary examples to support main ideas.
Evaluate and identify credible sources.

9.   Tailor language to address a specific audience.

Learning Objectives
Write simple, compound, and complex sentences.
Apply sentence combining techniques.
Write sentences using active voice.
Use words appropriately within context.
Employ appropriate vocabulary for academic and varied audiences.

10.   Detect and correct major grammatical and mechanical errors.

Learning Objectives
Punctuate sentences correctly.

Apply rules of mechanics correctly.
Apply appropriate use of verb tenses and conjugation.

11. **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

Learning Objectives
Acquire a wide range of new academic vocabulary.
Interpret texts independently, using critical thinking and a problem-solving approach for a variety of academic purposes.

12. **Use, analyze, and evaluate different types of print, digital, and multimodal media.**

Learning Objectives
Interpret texts independently, using critical thinking a problem-solving approach for a variety of academic purposes.
Provide objective summaries of texts.
Adapt the SQ4R (Skim, Question, Read, Write, Recite, Review) textbook reading strategy to college textbook readings.

13. **Distinguish between facts, opinions, and fallacies in texts.**

Learning Objectives
Use newly-acquired critical reading skills to distinguish facts from factually-stated opinions and fallacies.
Provide objective summaries of texts.

14. **Use knowledge of the SQ4R textbook reading strategy when analyzing textbook content.**

Learning Objectives
Interpret texts independently, using critical thinking and a problem-solving approach for a variety of academic purposes.
Provide objective summaries of texts.
Adapt the SQ4R (Skim, Question, Read, Write, Recite, Review) textbook reading strategy to college textbook readings.

15. **Determine how an author's use of various academic patterns (structures) of organization helps to clarify ideas and connections between ideas.**

Learning Objectives
Analyze how sets of details are presented and unfold within various patterns (structures) and effect of the pattern on overall textual meaning.
Interpret texts independently, using critical thinking and a problem-solving approach for a variety of academic purposes.

16. **Distinguish between various academic patterns (structures) or organization in texts.**

Learning Objectives
Recognize clues authors use to signal types of pattern, or structural, development of texts, such as listing, illustration, definition, cause-effect, comparison, contrast, and time order patterns of organization.
Interpret texts independently, using critical thinking and a problem-solving approach, for a variety of academic purposes.

17. **Cite convincing evidence to support analysis of what the text says.**

Learning Objectives
Use newly-acquired critical reading skills to determine convincing support for textual analysis.
Interpret texts independently, using critical thinking and a problem-solving approach for a variety of academic purposes.
Provide objective summaries of texts.