

GENERAL INFORMATION			
Name: Michelle Thomas	Phone #: 305.237-6173		
Course Prefix/Number: EAP 1683	Course Title: Combined Accel. Adv. Reading and Writing Level 6		
Number of Credits: 6			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> C.T.C.(V.C.C.) <input checked="" type="checkbox"/> Prep		
Date Submitted/Revised: 11/25/09	Effective Year/Term: 2010-1		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): This is an accelerated alternative course for EAP courses 1520, 1540, 1620, and 1640. Students will learn to complete college-level reading and writing assignments. Prerequisite(s): EAP 0420 and 0440 or appropriate placement score on COMPASS exam (87-92 on reading subtest) and writing sample. Co requisite(s): EAP 1689 Combined Accelerated Advanced Speech, Listening, and Grammar. (6 hour lecture).			
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Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will demonstrate proficiency in **reading** academic English by:

1. comprehending authentic reading assignments with general education content from most commonly taken first year college courses.
2. identifying the topic or purpose of reading selections and recognizing stated and implied main ideas.
3. distinguishing generalizations and theories presented in reading selections from supporting information such as facts, data, and case examples.
4. recognizing rhetorical patterns and shifts in text type patterns (e.g., the transition from a narrative case study to expository prose).
5. examining the meaning of relationship connection elements within and among sentences (e.g., the influence of transition words and pronoun referents).
6. adjusting reading strategies (e.g., varying reading rate) according to textual demands and reading purposes (e.g., intensive vs. extensive reading, skimming or scanning, interpreting charts and graphs, searching an index, or preparing for a test).

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7. increasing overall reading rate.

Competency 2: The student will demonstrate acquisition of academic **vocabulary** by:

1. expanding general knowledge of English vocabulary and expressions (e.g., through the study of word forms and affixes, synonyms, antonyms, collocations, idioms, phrasal verbs, and context).
2. using common academic vocabulary in context.
3. recognizing a writer's use of cultural references and idiomatic expressions.

Competency 3: The student will demonstrate **critical thinking** skills by:

1. clarifying and analyzing the meaning of text selections and synthesizing information from multiple sources.
2. asking meaningful questions.
3. making plausible inferences, conclusions, and interpretations (including interpretation of texts with graphic elements).
4. identifying assumptions or inferring hypotheses.
5. extrapolating and manipulating facts.
6. identifying diverse perspectives with respect to beliefs, arguments, and theories.
7. interpreting an author's point of view and tone.
8. evaluating the credibility (fallacies, biases, level of expertise, etc.) and argumentation of a text.
9. interpreting aesthetic properties of language (figurative language).

Competency 4: The student will demonstrate increasing proficiency in academic **writing** by:

1. considering purpose, genre, and audience for academic writing assignments.
2. selecting and narrowing topics.
3. using pre-writing techniques (e.g. gathering, evaluating and selecting relevant support materials, brainstorming ideas, clustering, free writing).
4. writing introductions with engaging elements and a controlling or thesis statement.
5. providing multiple paragraphs of support when appropriate.
6. writing conclusions that bring closure and relate to the thesis.
7. adjusting writing process and output based on different requirements for different academic tasks.
8. writing content with evidence of analysis, interpretation, and reflection as assigned, such as in reaction papers, journal entries, or research papers.
9. responding to short answer and essay test prompts.
10. summarizing and synthesizing material.

Competency 5: The student will demonstrate personal language development in academic **writing** by:

1. writing with increasing fluency, accuracy and command of advanced vocabulary and expression.
2. using varied sentence structures including simple, compound, complex and compound-complex sentences.
3. developing writing assignments that are substantive and exhibit logical sequencing and effective elements of cohesion.
4. developing a personal “voice” as an academic writer.
5. understanding the difference between plagiarism and imitating verbatim expressions to learn a second language.
6. proofreading and making revisions to written work attending to feedback on vocabulary, grammar, mechanics, clarity, coherence, content, and organization.

Competency 6: The student will demonstrate knowledge academic **writing** conventions by:

1. appropriately citing sources for paraphrased/reported or quoted support elements and providing background information from reference materials.
2. using appositives to explain how a source is credible and authoritative.
3. demonstrating familiarity with conventional style expectations such as APA or MLA.

Competency 7: The student will demonstrate **technology and study skills** by:

1. completing on-line reading assignments and exercises.
2. using technological applications and software for writers.
3. using the library, Internet, and/or other resources for support.
4. using on-line language support materials including tools such as dictionaries, writers’ handbooks, and programs that evaluate language use and originality.
5. selecting the most important information from reading assignments and lessons presented during class sessions to study for tests or use for other academic tasks.

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