

## College Transition Writing/Reading Course Outline

### ADULT BASIC SKILLS COLLEGE ACADEMIC READINESS (CAR) PROGRAM PIEDMONT COMMUNITY COLLEGE

#### **COURSE DESCRIPTION:**

The College Academic Readiness (CAR) College Transition Writing/Reading Course is a non-credit course designed to provide adult learners with the necessary writing and reading skills to place successfully into college-level English classes. This course leads students through the writing process, including prewriting, drafting, revising, editing, and examining model essays, ultimately guiding students to create polished, authentic essays. Writing, grammar, and mechanics instruction are woven seamlessly into the individual steps of the writing process, giving learners a chance to master these skills. In addition, students will build their reading comprehension skills through a series of lessons designed to enhance critical thinking and vocabulary skills.

#### **COURSE DURATION:**

30 hours/10-week session ( 2 days/week, 1.5 hours/day)

#### **Required Texts/Resources:**

- Transitions: Preparing for College Writing, Carol Jago, Houghton-Mifflin Company, 2010.
- Reading Basics: Advanced, McGraw-Hill: Wright Group, 2001.
- The Writer's Complex, Cathy Copley & Larry Greenberg, <http://www.esc.edu/writer>.

#### **Additional Resource:**

- Aztec Learning Systems (software program)

#### **Course Objectives:**

Upon completion of this course, students will show mastery in the following writing content areas:

#### **Writing to Persuade**

- a.) Thesis statements
- b.) Incorporating arguments and counter-arguments
- c.) Supporting arguments and appeals to logic and emotion
- d.) Understanding persuasive techniques
- e.) Voice, tone, and audience
- f.) Sentence structure

#### **Writing to Explain/Identifying Main Idea**

- a.) Paraphrasing and summarizing
- b.) Using an outline, thesis statement, and topic sentences

- c.) Evaluating support
- d.) Transitions
- e.) Citing sources
- f.) Finding and identifying main ideas

### **Writing to Reflect/Predicting Outcomes/Drawing Conclusions**

- a.) Combining narration and commentary
- b.) Developing a reflective stance
- c.) Using description and sensory details
- d.) Elaborating, refining, and moving
- e.) Predicting Outcomes
- f.) Drawing Conclusions

### **Writing on Demand/Recognizing Context Clues**

- a.) Unpacking a prompt
- b.) Examining a model essay
- c.) Simple, compound, and complex sentences
- d.) Commonly confused words
- e.) Recognizing context clues

### **Writing a Research Paper**

- a.) Steps in Writing a research paper
- b.) Developing a research thesis
- c.) Finding and evaluating sources
- d.) Taking notes
- e.) Building the essay draft
- f.) Documenting sources

### **INSTRUCTIONAL/TEACHING STRATEGIES:**

The following instructional/teaching strategies have proven to be successful when working with transition students. They may be combined with other instructional strategies not listed, as well.

#### **Lecture**

- The lecture is often used with large groups and allows the instructor to present a lot of information within a class period. Students can ask questions or request clarifications, and if time permits, the lecture can lead to class discussions.
- In a college transition class, there should be a plan for at least a few lecture style classes where students are expected to take notes. Once the lecture is over, the instructor should use the opportunity to discuss with students their reaction to this type of teaching as well as strategies for coping in this setting.

### **Whole Group Class Discussion**

- With this mode of teaching, instructors generally guide the discussion while the students contribute to the conversation.
- It would be good to get students into the habit of receiving and completing assignments outside of the college transition class. Start by letting students know that the assignment will be discussed in class and that all students are expected to participate in the conversation.

### **Small Group Work**

- Small group work or teamwork is becoming more popular in the college setting as well as in the workplace. More and more, college students and workers are expected to team up and work together on group projects or presentations.
- At least one activity in the college transition course should involve students breaking up into groups or teams and working on a specific project.

### **Individualized Learning**

- While individualized learning is not common in a college classroom, there may be campus resources that provide students with this type of support, particularly in learning labs.
- In the college transition course, the instructor should continue to provide students with some individualized learning, however, it should be balanced with the other teaching modes.

### **Suggested Course Schedule:**

- Week 1: Writing to Persuade
- Week 2: Writing to Persuade
- Week 3: Writing to Explain
- Week 4: Identifying Main Ideas
- Week 5: Writing to Reflect
- Week 6: Predicting Outcomes/Drawing Conclusions
- Week 7: Writing on Demand
- Week 8: Recognizing Context Clues/Commonly confused words
- Week 9: Writing a Research Paper
- Week 10: Writing a Research Paper & Writing Review