Wharton County Junior College

Administrative - Master Syllabus
COVER SHEET

> <u>Purpose</u>: *It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.*

Course Title – PREPARATORY ENGLISH
Course Prefix and Number – ENGL 0306
Department – ENGLISH & HUMANITIES   **Division - CFA**
Course Type: (check one)
    ☒ Academic General Education Course (from ACGM – but not in WCJC Core)
    ☐ Academic WCJC Core Course
    ☐ WECM course (This course is a Special Topics or Unique Needs Course: Y☐ or N☒)

Semester Credit Hours # : Lecture hours# : Lab/other hours #   3:3:2

Equated Pay hours for course - 4

Course Catalog Description - Non-transfer credit course for students who qualify on the basis of English placement tests. Designed to help students overcome deficiencies in basic English and to help students write clear sentences and coherent paragraphs. Students are placed in this course according to WCJC developmental placement guidelines.

List Lab/ Other Hours
Lab Hours 2
Clinical Hours 0
Practicum Hours 0
Other (list) 0

Prerequisites/Co requisites - None

Approvals – the contents of this document have been reviewed and are found to be accurate.

	Signature	Date
Prepared by Dr. Paul Spellman		
Department Head Dr. Paul Spellman		
Division Chair Dr. Paul Spellman		6/23/10
Vice President of Instruction or Dean of Vocational Instruction Dr. Ty Pate		6·28·10

I. Topical Outline – Each offering of this course must include the following topics
        Part I Steps to Improving college-level reading skills:
Vocabulary in context
Identifying main ideas in a reading assignment
Identifying supporting details for a main idea
Transitions
Patterns of Organization in reading assignment
Fact and Opinion
Inferences
Purpose and Tone
        Part II Testing for Reading Skills
Mastery tests
Combined skills test

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
. The student will improve ability to understand meaning of vocabulary in context: contextual clues, structural analysis, figurative language	1. Graded in-class assignments, homework, tests, and lab exercises
2. The student will be able to find the main idea(s) and details in a written selection: explicit and implicit ideas, supportive ideas	2. Graded in-class assignments, homework, tests, and lab exercises
3. The student will be able to identify the author's purpose and intended meaning	3. Grade in-class assignments, homework, tests, and lab exercises
4. The student will be able to draw conclusions from written passages	4. Graded in-class assignments, homework, tests, and lab exercises
5. The student will be able to differentiate between fact and opinion in a reading assignment	5. Graded in-class assignments, homework, tests, and lab exercises
6. The student will be able to recognize five different patterns of organization in a reading selection	6. Graded in-class assignments, homework, tests, and lab exercises

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

IV. Suggested Course Maximum - 24

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
        Developmental lab

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course
Approximately three writing assignments (40%); exit level exam (20%); homework and lab exercises (20%), final exam (20%)
A (90-100); B (80-89); C (70-79); D (60-69); F (below 60)

VII.   **Curriculum Checklist**

☒ - **Academic General Education Course** (from ACGM – but not in WCJC Core)
     No additional documentation needed

☐ - **Academic WCJC Core Course**
     Attach the Core Curriculum Checklist, including the following:
- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

☐ - **WECM Courses**
     If needed, revise the Program SCANS Matrix & Competencies Checklist.

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