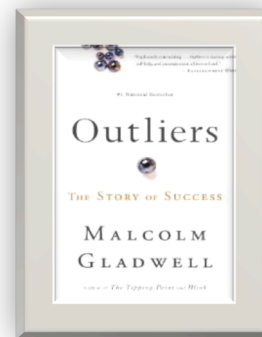




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Bill Gates, 1985 by Esparita Palma



# ENG 0922R-D700/ENG 0922W-D701

## Developmental Reading and Writing

### ENG 0922R/ENG 0922W

#### Course Descriptions (Excerpted from the Departmental Competencies)

#### ENG 0922R: Developmental Reading Level II

A course in reading and critical thinking skills focusing on improving reading comprehension to meet the demands of college-level reading requirements.

- I. **Vocabulary through Context:** The student will be able to build a reading/writing vocabulary; use context clues as a tool to determine meaning; use morphemes and recognize word parts; use the dictionary to select appropriate word meanings.
- II. **Reading Analysis:** The student will be able to recognize topic sentences and supporting details by distinguishing more general from more specific information; distinguish essential from irrelevant details; paraphrase main idea statements; draw valid inferences; distinguish literal from interpretive levels of comprehension; apply analytical and critical skills to readings across the curriculum.
- III. **Patterns of Organization:** The student will be able to identify rhetorical modes; predict patterns of organization; recognize characteristics of various literary genres and types of writing; use rhetorical modes as tools for critical analysis.
- IV. **Study Skills:** The student will be able to develop questioning skills and inquiring attitude; annotate texts; summarize a passage; outline a passage using an informal, note-taking method.
- V. **Test Taking:** The student will be able to identify types of questions; use effective test-taking strategies; locate and identify specific information for "detail" questions; apply critical thinking to drawing inferences.

#### ENG 0922W: Developmental Writing Level II

A course in writing skills focusing on composing the essay, including skills revision and proofreading, designed to prepare students for credit-level writing courses. The course emphasizes instruction in advanced and varied sentence patterns, appropriate punctuation and grammar, and the use of the dictionary to investigate word formation and further develop vocabulary. Short readings will be studied as models to illustrate methods of development and organization.

- I. The student will demonstrate the ability to write varied sentence patterns, maintain sentence boundaries, and use appropriate transitions.
- II. The student will be able to write a minimum of six 500-600 word essays on different topics (or the equivalent as determined by the instructor) and demonstrate the ability to follow the traditional pattern of an essay: introduction, body, conclusion; write effective thesis sentences, establishing a particular position, develop body paragraphs with supporting evidence from readings, observations, and personal experience, write a concluding sentence or paragraph, write clear and logical sentences using correct spelling, conventional punctuation, grammar and syntax
- III. The student will be able to demonstrate the ability to use the dictionary to investigate word formation, develop vocabulary, and improve spelling.
- IV. The student will be able to identify the main idea and supporting details in models of good writing, and to write about them using quotation marks and MLA format.
- V. The student will be able to use revision and proofreading skills to improve an essay draft.

#### Course Days and Time:

July 7-August 14:  
Mon., Wed., Thurs.:  
9 a.m.-12:15 p.m.

Tues.: 9-11:45 a.m.

Workshop:

Tues. Noon-1 p.m.

#### Course Location:

Namm Building  
Room 518

#### Instructor Information:

Prof. Jennifer Sears

Email:

[jsears@citytech.cuny.edu](mailto:jsears@citytech.cuny.edu)

Office:

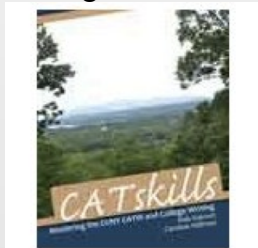
Namm Building, Room 529

#### TABLE OF CONTENTS:

Academic Integrity p.	4
Attendance Policy	2
Blackboard/Email	2
Common Reading	2
Companion Info.	2
Course Agenda	3-4
Course Description	1
Grading Policy	2
Instructor Info.	1
Key Assignments	2
Textbook Info.	2

**REQUIRED TEXTBOOKS:**

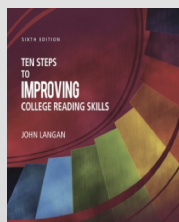
*CATskills* and *Ten Steps to Advancing College Reading Skills* are in the College Bookstore



ISBN: 978-1465240750

*CATskills: Mastering the CUNY CATW and College Writing*

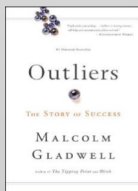
By Caroline Hellman and Robert Ostrom  
**2nd Edition only (red cover)**



ISBN: 978-1-59194-423-2

*Ten Steps to Advance College Reading Skills*

By John Langan  
**6<sup>th</sup> Edition Only**



*Outliers: The Story of Success*

By Malcolm Gladwell

This book is provided by First Year Summer Programs/NYCCT

**KEY ASSIGNMENTS**

(See also Course Agenda)

- Diagnostic CATW Exam
- Nine Practice CATW Exams
- Revisions of CATW Exams
- Eight Reading Tests
- In-class Quizzes

**GRADING POLICY**

Permission to pass this class and take the CUNY Reading and Writing placement exam requires students to:

- Purchase and bring required textbooks to class
- Complete and turn in all practice CATW essays and revisions
- Complete and turn in all reading tests
- Pass all in-class quizzes with a D or higher
- Meet Attendance Requirements

**ATTENDANCE AND LATENESS POLICY**

Due to college policy, students may not miss more than 10% of class time. This course meets 24 times. More than two absences will result in exemption from developmental reading and writing exams in August. This allowance is to cover sickness, work, and emergencies. There are no excused absences.

Being late is tabulated as half an absence. Leaving class for more than ten minutes after class has started or leaving early also counts as half an absence.

**BLACKBOARD AND COLLEGE EMAIL**

While our course meets in the traditional classroom, we occasionally will communicate and share materials “offline” via the school’s “Blackboard” platform. To access Blackboard, visit: <http://www.cuny.edu>. Access the menu that allows you to log onto Blackboard (just underneath the log-on for CUNYfirst) and make certain your account is active. A peer leader will instruct you on how to set up your college email



Malcolm Gladwell

Photo: Binnicula @Creative Commons/Flickr

**THE COMPANION**

This class includes a workshop series that includes activities and a text, *The Companion for the First Year at City Tech*. These workshops, designed to introduce necessary skills and traits required for a successful transition from high school to college, are led by peer leaders who have successfully made this transition.



**COMMON READING PROJECT 2014  
OUTLIERS BY MALCOLM GLADWELL**

This summer, we will read *Outliers: The Story of Success* by Malcolm Gladwell, to give you a sense of the expectations of college-level reading and composition courses offered at New York City College of Technology in addition to helping you prepare for your ACT Reading and CATW Writing Exams. This book was chosen by faculty in the Freshman Year Summer Program and the English department for its literary merit in addition to its subject matter, which we hope will inspire you as you begin college studies.

We hope this Common Reading Project encourages you to:

- read beyond the pages that are “assigned”
- engage intellectually with ideas and suggestions that may be new
- experience how reading habits developed in an academic setting can help you better understand and articulate your ideas in and outside of school
- think about how to define and spur your own success by considering, agreeing, or disagreeing with Malcolm Gladwell’s ideas in *Outliers*.

# ENG 0922R/W COURSE AGENDA

DATE	CLASS ACTIVITIES	HOMEWORK
<b>WEEK 1</b> <b>Session 1</b> Mon., July 7	Course Overview <b>Writing:</b> Diagnostic Test <b>Reading:</b> Introduction to <i>Outliers: The Story of Success</i> <b>The Companion:</b> Activity 1: Identify Your Goals (3)	<b>Buy textbooks:</b> <i>CATskills</i> and <i>Ten Steps to Advance College Reading Skills</i> <b>Read:</b> "The Roseto Mystery"
<b>Session 2</b> Tues., July 8	<b>Writing:</b> Vocabulary Quiz (College Writing) Breaking Down the CATW Prompt <i>CATskills</i> , Chapter 1 (textbook) <b>Reading:</b> Vocabulary in Context (Textbook) <i>Companion Workshop: Noon-1 p.m.: ORIENTATION</i>	<b>Finish</b> Textbook Exercises <b>Finish:</b> "The Roseto Mystery"
<b>Session 3</b> Wed., July 9	<b>Reading:</b> Quiz/Discussion: "The Roseto Mystery" Vocabulary in Context <b>Writing:</b> Reading as a Writer Paragraph and Essay Structure <i>CATskills</i> , Chapter 2 Reading Analysis: CATW Practice Test #1	
<b>Session 4</b> Thurs., July 10	<b>Reading:</b> Reading Test #1 <b>Grammar:</b> Identifying Subjects and Verbs/Agreement <b>Writing:</b> Summarizing Strategies <i>CATskills</i> , Chapter 4 <b>The Companion:</b> Activity 7: PASS (p. 35)	<b>Grammar Handout:</b> Identifying Subjects and Verbs/Agreement <b>Read:</b> "The 10,000 Hour Rule" ( <i>Outliers</i> )
<b>WEEK 2</b> <b>Session 5</b> Mon., July 14	<b>Reading:</b> Review of <b>Reading Test #1</b> <b>Grammar Quiz 1:</b> Subject and Verb Agreement <b>Writing:</b> Components of Introductory Paragraphs <i>CATskills</i> , Chapter 4	<b>Finish:</b> "The 10,000 Hour Rule" ( <i>Outliers</i> )
<b>Session 6</b> Tues., July 15	<b>Reading:</b> Quiz/Discussion: "The 10,000 Hour Rule" Identifying Main Ideas (Part 1, Chapter 2) <b>Grammar:</b> Subordinating and Coordinating Conjunctions <b>Writing:</b> Practice Test #1 <i>Companion Workshop: Campus Map and Tour (p. 69)</i>	<b>Grammar Handout:</b> Subordinating and Coordinating Conjunctions
<b>Session 7</b> Wed., July 16	<b>Reading:</b> Identifying Main Ideas (Textbook) <b>Writing:</b> Peer Review Exercise Revision Practice Test 1	<b>Revision Sheet #1:</b> Intro. Paragraphs, Thesis Statements, Topic Sentences
<b>Session 8</b> Thurs., July 17	<b>Reading:</b> Reading Test #2: Main Ideas <b>Writing:</b> Review: Reading Strategies (for CATW 2) Components of Body Paragraphs <i>CATskills</i> , Chapter 5 <b>Grammar:</b> Compound/Complex Smackdown <b>The Companion:</b> Activity 4: Tracking Your Learning Successes (p. 18)	<b>Planning Sheet:</b> CATW Practice Essay #2 <b>Read:</b> "The Trouble with Geniuses, Part 1 and II" ( <i>Outliers</i> )
<b>WEEK 3</b> <b>Session 9</b> Mon., July 21	<b>Grammar Quiz 2:</b> Sentence Combining <b>Writing:</b> CATW Practice Test #2 <b>Reading:</b> Supporting Details (Part 1, Ch. 3)	
<b>Session 10</b> Tues., July 22	<b>Reading:</b> Supporting Details (Textbook Exercises) Quiz/Discussion: "Trouble with Geniuses" <b>Writing:</b> Peer Review of CATW 2 Body Paragraphs (Argumentation) <i>CATskills</i> , Chap. 5 <i>Companion workshop: Scheduling Your Time (p. 7)</i>	<b>Revision Sheet #2:</b> Thesis Statements, Topic Sentences, Body Paragraphs

DATE	CLASS ACTIVITIES	HOMEWORK
<b>Session 11</b> Wed., July 23	<b>Reading:</b> Implied Main Ideas (Part 1, Ch. 4) <b>Writing:</b> Adding Quotations and Paraphrases <i>CATskills</i> , Chap. 6	<b>Exercises in CATskills:</b> Pages 41-45
<b>Session 12</b> Thurs., July 24	<b>Writing:</b> Review of <i>CATskills</i> homework CATW Practice Test 3 distributed <b>Reading:</b> Implied Main Ideas (Textbook Exercises) <b>The Companion:</b> <i>Activity 8: Balancing College and Personal Responsibilities (p. 18)</i>	<b>Planning Sheet: Essay #3</b> <b>Read:</b> "Marita's Bargain" ( <i>Outliers</i> )
<b>WEEK 4</b> <b>Session 13</b> Mon., July 28	<b>Writing:</b> CATW Practice Test #3 <b>Reading:</b> Reading Test #3 <b>The Companion:</b> Activity 6-Test Taking Experiences	<b>Finish:</b> "Marita's Bargain"
<b>Session 14</b> Tues., July 29	<b>Reading:</b> Relationships 1 (Part 1, Ch. 5) Quiz/Discussion: "Marita's Bargain" <b>Writing:</b> Using Transitions <i>CATskills</i> , Chap. 7 <b>Companion WORKSHOP:</b> <i>Library Workshop</i> : Meet at the Library (Atrium 4 <sup>th</sup> fl)	
<b>Session 15</b> Wed., July 30	<b>Reading:</b> Relationships 2 (Part 1, Ch. 6) <b>Writing:</b> CATW Practice Test 4 (Due in Class)	
<b>Session 16</b> Thurs., July 31	<b>Reading:</b> Reading Test #4 <b>Writing:</b> Developing Argumentation <b>The Companion:</b> <i>Activity 11: Using Instructor Feedback, (p. 36)</i>	<b>Revision:</b> <b>Practice CATW #4</b>
<b>WEEK 5</b> <b>Session 17</b> Mon., August 4	<b>Reading:</b> Making Inferences (Part 1, Ch. 7) <b>Writing:</b> CATW Grading Domains Peer Review of CATW Revision #4	<b>Textbook Exercise:</b> Making Inferences
<b>Session 18</b> Tues., Aug. 5	<b>Writing:</b> Developing Argumentation: Student Generated CATW Exam (Bring CATskills) <b>Companion WORKSHOP:</b> <i>Registration and Fall Semester Planning</i>	Questions for <i>Outliers</i> event on Thursday
<b>Session 19</b> Wed., Aug.6	<b>Writing:</b> Practice CATW 5 <b>Reading:</b> Argument (Part 2)	
<b>Session 20:</b> Thurs., August 7	Malcolm Gladwell OUTLIERS Event <b>Reading:</b> <i>Companion</i> (Victor He): Reading Test #5 <b>The Companion:</b> <i>Activity 10: Unravel Snags in your Study Skills (p. 38)</i>	<b>CATW #5 Revision</b>
<b>WEEK 6</b> <b>Session 21</b> Mon., Aug. 11	<b>Reading:</b> Identifying Question Types <b>Writing:</b> Practice CATW 6	
<b>Session 22</b> Tues., August 12	<b>Reading:</b> Reading Test 6 <b>Writing:</b> Practice CATW 7	<b>Complete</b> all make up work for testing permission slips
<b>Session 23</b> Wed., August 13	<b>Reading:</b> Reading Test 7 <b>Writing:</b> Group Exercise: Teach the CATW <b>The Companion:</b> <i>Activity 12: Time to Assess Your Strengths</i>	Write a plan for what you will do after you learn the results of your test.
<b>Session 24</b> August 14 Thursday	<b>Reading:</b> Reading Test 8 <b>Writing:</b> Practice CATW 8 Permission slips distributed to qualified students	Practice CATW on your own Set alarm to meet friends at 9 a.m. Gather materials for the a.m.
<b>August 15:</b> <b>11:30 am</b>	9 am: Meet your peers to take a practice CATW and leave time to review them CATW (Writing Test) ACT Reading Test (on computer)	