College Reading & Writing Skills

COMM1085

Week 1: Introduction to College Reading and Writing

# Framework for Module

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| Delivery | * Fully online * Hybrid |
| Course Learning Outcomes | 1. Identify purpose, audience, and thesis in a variety of texts  2. Employ critical thinking to analyse source, voice, bias, meaning, argument, and evidence |
| Unit Learning Outcomes | 1.1 Identify reading and writing tasks as they apply to college and the workplace  1.2 Apply pre-reading skills and strategies  1.3 Identify purpose and audience for various readings  2.1 Identify thesis, main ideas, and supporting details in a reading |
| Real-life task that learners should be able to complete by the end of the module | Learners will be able to skim and scan a text in search of relevant text information. |
| Is there a graded evaluation this week? If so, describe briefly. | X No (but students are asked to produce a “diagnostic” writing sample, which is ungraded)  Yes |
| Topic | How to cover topic (engage learners and represent content) |
| Introduction to Course | Text   * Assignment structure * Instructor bio   Activity: Post personal introduction (“Ten-Word Autobiography”) to discussion board |
| Communications vs. English | Text   * English: analyzing literature, themes, etc. * COMM: practical skills with a professional focus   Activity: Ungraded discussion topic   * Share highlights and lowlights of past English classes |
| Communications in the Workplace | Text   * Highlight demand for communications skills by employers * Highlight course description / learning outcomes   Activity: Match workplace scenarios to skills |
| Active Reading | Text   * Explain skimming and scanning techniques   Activity: Hotspot   * Show a variety of texts (e.g. textbook, newspaper article, business report) and students will click on key places (title, intro, conclusion, topic sentences, headings, etc.) |
| Audience and Purpose | Text   * Identify characteristics/features used to describe an intended audience * Introduce idea of writer’s intention, highlight variety of potential “purposes”   Textbook reading   * See textbook Chapter 6.1   Activity: Match Game   * Students have to pair descriptions of audience and purpose with examples of text |
| Topic vs. Thesis | Text   * Define thesis and topic   Activity: Knowledge Check   * Show examples of 3 or 4 texts on same topic and students have to pair them with correct thesis from list |
| Summary | Text   * Audience / purpose 🡪 influence the writer’s choices |
| Evaluation | Ungraded diagnostic writing activity |

# Instructional Content