

ACLT 053
Advanced Academic Literacy
3 Credits

Community College of Baltimore County
Common Course Outline

Description

ACLT 053 – Advanced Academic Literacy: is a course in which students gain advanced instruction in critical thinking, reading, and writing to support success in ENGL 101 and 100-level courses across disciplines. Using theme-based readings from a variety of genres, students analyze complex academic texts from a variety of perspectives, critically respond to ideas and information in texts, and construct essays and other written responses that integrate ideas and information.

Prerequisites: Students may self-place or have a high school GPA of 2.0-2.49 or previous placement into ENGL 052 and RDNG 052

Overall Course Objectives

Upon completion of this course, students will be able to:

1. implement multistep, recursive reading and writing processes in a variety of genres;
2. use pre-reading strategies to facilitate understanding of texts;
3. demonstrate effective use of textual annotations to read actively and critically;
4. collaborate for varied reading and writing tasks;
5. evaluate abstract ideas found in complex academic texts through critical thinking;
6. employ evidence from a variety of perspectives in response to situations, texts, and real-world events;
7. find, evaluate, use, and cite resources appropriate to writing tasks according to institutional standards of academic integrity; and
8. apply conventions for varied writing assignments according to genre, discipline, and/or occasion, allowing for the diversity of writers' linguistic resources.

Major Topics

- I. Reading-writing processes
- II. Organizing information
- III. Synthesizing sources
- IV. Critical reading, writing, and thinking
- V. Reflective response
- VI. Academic integrity
- VII. Conventions of linguistic and rhetorical resources

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

The Common Course Outline (CCO) determines the essential nature of each course.
For more information, see your professor's syllabus.

- Students participating actively in collaborative class activities based on assigned readings. Examples may include but are not limited to peer review of written work or similar types of writing workshops, collaborative writing assignments, discussion-based classroom activities, project based-research activities, and group presentations.
- Students producing multiple low-stakes assignments in critical thinking through reading and writing that scaffold English 101 outcomes; assignments must exceed a cumulative minimum of 1,000 words. Examples may include, but are not limited to journals, drafts, reflections, analyses, discussion boards, collaborative activities, and/or in-class writing in response to a variety of sources.
- A cumulative project that demonstrates the students' progress in reading, writing, and critical thinking and reflects on previously submitted assignments. Examples may include: a portfolio, a reflective essay, a presentation, or multi-media project.

Other Course Information

This course is taught in a computerized environment.

Non-cognitive issues that could affect students' academic success will be addressed individually as needed respecting the student's right to privacy while attempting to resolve the student's circumstances.

Date Revised: 11/16/2021