

Syllabus – Fall 2010

English 002: Foundations of Reading

Instructor: Adrienne Amero-Marshall

Meets: Mondays and Wednesdays from 6:00p.m. – 7:40p.m. in Room D124

Office Hours: By appointment

Phone: (860) 536-9259

Required Texts:

Henry, D. J. The Master Reader. 2th ed. New York: Pearson Longman, 2009.

Isay, Dave, Ed. Listening is an Act of Love: A Celebration of American Life from the StoryCorps Project. New York, Penguin, 2008.

College Dictionary.

Required Supplements:

Dubbe, Mary. The Lab Manual to accompany The Master Reader. 2nd ed. New York: Longman, 2009.

MyReadingLab.com

Folders with pockets (to keep handouts)

A notebook with two sections (for class notes)

A method for backing up your work on a computer

- ❖ *Your Textbook and Lab Manual are workbooks; you will be writing and annotating and using them thoroughly. Enjoy having texts you can write on! I will be checking texts occasionally to check completed assignments as part of your participation grade.*
- Be prepared to share all writing assignments with the class.
- Make sure each assignment is the best it can be by editing, proofreading, peer draft review and going to the Writing Center.
- Go to TASC for extra help on assignments.
- If you are absent you must ask instructor for any handouts missed at the next class period.

Course Description:

This is a fundamental course in understanding the ideas of others as well as expressing one's own. This course provides instruction in reading, discussing, and writing skills, which develop thinking and ideas. Through participating in the three processes, students will come to understand how one supports the other, and how clear and directed thinking relates to academic work. This course is preparation for ENG 100, ENG 101, and other college credit courses that require critical thinking and the communication of ideas.

*COURSE DOES NOT COUNT TOWARDS THE CREDIT REQUIREMENTS FOR GRADUATION.

LEARNING OUTCOMES

Upon successful completion of ENG 002, students should be able to:

Read and think critically

- understand the connection between the reading and writing processes
- recognize different genres of non-fiction, such as editorials, speeches, and essays
- comprehend and summarize college-level reading material to develop their own ideas

Apply the foundations of strong academic skills

- develop and use academic reading and speaking vocabularies
- use clarity and variety in word choice, word order, and sentence structure
- understand the importance of asking questions that reveal their engagement and understanding of the material being covered
- use tools appropriately related to reading and writing, such as dictionaries, thesaurus, and writing handbooks
- utilize word processing programs, including proofreading software, in the writing process
- produce documents according to MLA formatting conventions
- employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
- collaborate with others in developing points of views and analyzing writing
- employ effective annotation skills
- use writing and reading for inquiry, learning, thinking, and communicating in a college setting
- utilize strategies for writing with time constraints

Grading:

The final grade will be a letter grade, A - F.

- ❖ **Students earn get a "C" or better to pass this course.**

Grading is based on:

Class Participation.....20%

Participation is extremely important because we learn from each other. Participation includes:

- Completed text assignments,
- MyReadingLab
- attending all classes and participating in class discussions,
- small and large group work,
- in class writing,
- coming to class prepared by reading all assigned work and doing assignments on time.

Lab Manual10%

Novel10%

includes:

- completing novel
- participating in book group discussions
- completing all assignments related to novel

Mastery tests (will drop the lowest grade of one test)50%

Final exam.....10%

A	=	93 -100
A -	=	90 - 92
B +	=	87 - 89
B	=	83 - 86
B -	=	80 - 82
C +	=	77 - 79
C	=	73 - 76
C -	=	70 - 72
D +	=	67 - 69
D	=	63 - 66
D -	=	60 - 62

Attendance:

- ✓ **Students are expected to attend all classes.** If a student misses classes it will reflect in a lower final grade, regardless of when these absences occur and the reason(s) for which they occur, including illness.
- ✓ **Class begins promptly, so don't be late or leave early,** as it will affect your grade.
- ✓ If a student misses a class, it is the student's responsibility to find out any missed assignment(s), do the class work and be prepared for the next class.
- ✓ Make up Tests must be arranged with instructor.

Testing Center

If you miss a test: you must inform instructor and make an appointment at the Testing Center by calling 860-885-2318 or dropping by the Welcome Center (A-105) to make an appointment.

Arrive 10 minutes before scheduled appointment. Check in at room A-117. Bring a photo ID.

Late Work:

Work is due on the dates stated in the course outline or by instructor.
Late work (anytime after the end of class) will receive a grade penalty.

Plagiarism:

Plagiarism is the unacknowledged use of another person's words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer's thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offence. Consequences for plagiarism can range from failing the assignment to failing the course.

Disabilities:

If you have a question regarding a disability that may affect your progress in this course, please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (892-5751) generally works with students who have learning disabilities or attention deficit disorder. Kathleen Grey (885-2328) generally works with students who have physical, visual, hearing, medical, mobility, and psychiatric disabilities. Matt Liscum (383-5240) also works with students who have disabilities.

The Writing Center/TASC

Room C117 (next to the Library).
(860) 892-5713 or (860) 892-5769
TRWritingCenter@trcc.commnet.edu
Online tutoring: <http://www.etutoring.org/>

Technology:

Turn off your cell phone or other electronic equipment.

College Withdrawal Policy:

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar's office and at the office at the Sub-base. Non punitive "W" grades are assigned to withdrawal requests. An instructor's signature is required after the deadline has passed. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, receive an "F" grade for the course.

Weather Cancellations:

Call (860) 886-0177 or go online to: www.trcc.commnet.edu.

Note on Reading:

Reading is an important means of communication. It helps one to think, write, and communicate better. Just as there are different skill levels in any sport, reading has different skill levels and achievement as well. This course will help you to understand the different kinds of reading, help you to appreciate the importance of improving your reading skills, and show you how to improve your reading. By working together, we can accomplish our goals.

The Message

As a student, you have basic responsibility for your success: our responsibility is to assist you in meeting your educational goals. The message below will help you take responsibility for your own academic success.

Set goals and evaluate them.

Ask, "Why am I here? What do I want to do? Where do I see myself in two years? What are my long-term goals?" Have a clear understanding of where you are. Have a reasonable plan involving realistic goals and a realistic time frame.

Know what it takes to be successful.

This is what it takes to be successful. Do them consistently!

- Attend class regularly.
- Complete all assignments by the due date.
- Participate fully in class.
- Schedule regular outside study time.
- Use college survival skills information.
- Participate in college life outside class.
- Request help when needed.

Know where to find help.

- Your instructor
- Your advisor
- Counseling office
- A peer advisor
- Class study groups

(What Works by Hunter Boylan, 2002)

Tentative Schedule for Foundations of Reading – 002

- 8/30/10 - Course Introduction and syllabus review
- 9/1/10 - Preface, Introduction & Chapter 1: A Reading System for Masters Readers: pp.xiii-xxi, 1-45 in textbook
- 9/6/10 - No Class
- 9/8/10 – Chapter 1 Test, Due: Mastery Test# 1&2 pp.47-52
- 9/13/10 – Chapter 2: Vocabulary Skills, pp. 59-98
- 9/15/10 –Chapter 2 Test, Due: Mastery Test #1 pp.99-100 and Test #6 pp.109-110
- 9/20/10 – Chapter 3: Stated Main Idea
- 9/22/10 – Chapter 3: Stated Main Idea
- 9/27/10 – Chapter 3 Test
- 9/29/10 – Chapter 4: Supporting Details
- 10/4/10 – Chapter 4: Supporting Details
- 10/6/10 – Chapter 4 Test
- 10/11/10 – No class
- 10/13/10 – Chapter 5: Outlines and Concept Maps
- 10/18/10 – Chapter 5 Test
- 10/20/10 –Chapter 6: Transitions and Thought Patterns
- 10/25/10 – Chapter 6 Test
- 10/27/10 – Chapter 7: More Thought Patterns
- 11/1/10 – Chapter 7 Test
- 11/3/10 – Chapter 8: Implied Main Ideas and Implied Central Ideas
- 11/8/10 – Chapter 8 Test
- 11/10/10 – Chapter 9: Fact and Opinion
- 11/15/10 – Chapter 9 Test
- 11/17/10 – Chapter 10: Tone and Purpose
- 11/22/10 – Chapter 10 Test
- 11/24/10 – No Class

Tentative Schedule of Assignments - Continued

11/29/10 – Chapter 11: Inferences

12/1/10 – Chapter 11 Test

12/6/10 – Chapter 12: The Basics of Argument

12/8/10 – Chapter 12 Test, Chapter 13: Advanced Argument

12/13/10 – Chapter 13 Test, **Final Exam Review**

12/15/10 – **Final Exam**

This syllabus and course outline is subject to change by the instructor.