

Syllabus – Spring 2013
English 002: Foundations of Reading
11958:T1

Instructor: Amy Ingalls-Gurtz

Meet: Monday & Wednesday from 8am – 9:40am, in Room E-227

Office Hours: By appointment

Office Location: Adjunct Offices, D-205

Phone: 860- 373-0572 (To be explained further in class)

E-mail: aingalls-gurtz@trcc.commnet.edu

Required Texts:

Henry, D. J. *The Master Reader*. 3rd ed. New York: Pearson Longman, 2011.

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

Required Supplements:

Dubbe`, Mary. The Lab Manual to accompany The Master Reader. 3rd ed. New York: Longman, 2011.

MyReadingLab.com (comes with textbook)

College Dictionary

Folders with pockets (to keep handouts)

A notebook (for class notes)

A USB Drive (Also recommend having a backup flash drive!)

Highlighters

- ❖ *Your Textbook and Lab Manual are workbooks; you will be writing and annotating and using them thoroughly. Enjoy having texts you can write on! If you choose to keep a notebook for your assignments, please do so but bring to class every day as I will be checking texts/homework/notebooks occasionally for completed assignments as part of your participation grade.*
- Be prepared to share all assignments with the class (except free-writes unless you choose to).
- Bring all course materials to every class.
- MyReadingLab is a valuable tool to help you succeed.

Note:

- ❖ I do not accept assignments by email UNLESS there are extenuating circumstances and there has been prior arrangement with me. To be discussed individually as needed.

- ❖ A missed test must be taken within one week of student's return.
- ❖ If you are absent you must ask instructor for any handouts missed at the next class period. I also recommend exchanging numbers or email addresses with at least one other student and/or forming study groups with students.

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.

- ❖ **Student must earn a "C" or better to pass this course.**

Grading is based on:

Class Participation..... 10%

Participation is extremely important because we learn from each other.

Participation includes:

- Completed text assignments,
- 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.

Assignments.....20%

- Lab Manual
- MyReadingLab.com

Non-Fiction Book..... 10%

includes:

- Oral presentation
- Weekly reading responses
- completing book
- participating in Book Club discussions
- completing all assignments related to book

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, however if extenuating circumstances arise, they will be assessed on a case-by-case basis. Failing to set an alarm and/or sleeping through an alarm are not extenuating circumstances.
- ✓ 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.

- ❖ Note: A missed test must be taken within one week of student's return.
- ❖ Note: I do not accept assignments by email UNLESS there are extenuating circumstances and the student has made prior arrangements with me to do so.

Making up a Test

If you miss a test: you must make an appointment with me to make up the test within one week of original test date.

Course Expectations & Extra Help:

In addition to attending class, you are expected to spend at least 10 additional hours each week doing course work. Visit the Writing Center/ TASC for tutoring help. This course requires you to use MyReadingLab.com since it has been proven to improve student understanding of course material and grades. Please take advantage of these tools to help you succeed. If you are having difficulty let your instructor know.

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 offense. Consequences for plagiarism can range from failing the assignment to failing the course.

- ❖ Note: I TAKE PLAGIARISM VERY SERIOUSLY. I have failed students due to this offense.

Disabilities:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

TRCC Disabilities Service Providers Counseling & Advising Office Room A-119	
Matt Liscum (860) 383-5240	<ul style="list-style-type: none"> • Physical Disabilities • Sensory Disabilities • Medical Disabilities • Mental Health Disabilities
Chris Scarborough (860) 892-5751	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum

Test taking for students with disabilities: 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.

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. I will provide one reminder on the first day of class. After that it is your responsibility. This is another pet peeve of mine.

Weather Cancellations:

MyCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site. This link should be shared with students.

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

College Withdrawal Policy:

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Simply, fill out the withdrawal form and give it to the registrar's office. 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.

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)

ENG 002: Foundations of Reading Course Outline

❖ Subject to change by instructor

Monday	Wednesday
<p>1/28</p> <ul style="list-style-type: none"> ❖ Students must register for MyReadingLab.com by Thursday, January 30th – detailed instructions are in syllabus packet. Let instructor know if you have difficulty registering. ❖ <i>Listening is an Act of Love</i> – follow guidelines in syllabus packet ❖ Lab Manual answers will be collected - follow guidelines 	<p>1/30</p> <ul style="list-style-type: none"> ❖ Course introduction and syllabus review ❖ Getting to Know You ❖ Word of the Day ❖ Word Analysis Handout
<p>2/4</p> <ul style="list-style-type: none"> ❖ Preface , Introduction & Chapter 1: A Reading System for Master Readers ❖ MyReadingLab.com (Active Reading Strategies) ❖ Vocabulary definition quiz – prefixes, p. 15 (handout) <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, pp. xv-xxiii, 3-26, 37-38 ➤ Review Test 3, p. 31-34 ➤ <i>Lab Manual</i>, p. vi, 7-11 ➤ Word Analysis Handout <p>Reading: <i>Listening</i>, Introduction & Author’s note, p. 1-5, The Story of StoryCorps & Afterword, p. 249-270</p>	<p>2/6</p> <ul style="list-style-type: none"> ❖ Chapter 1 Test ❖ Vocabulary application quiz – prefixes, p. 15 (handout) <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 2, p. 41-42 ➤ Written note for instructor – who you picked to interview, relationship to you, and why you picked that person to interview <p>Reading: <i>Listening</i>, The Conversation of a Lifetime, Do it Yourself Checklist , & Favorite StoryCorps Questions, p. 273-284</p> <p>Listening Project – pick person to interview, oral presentation due ____</p>

<p>2/11</p> <ul style="list-style-type: none"> ❖ Chapter 2: Vocabulary Skills ❖ MyReadingLab.com (Vocabulary; Vocabulary Development) ❖ Vocabulary definition quiz – number and neg. prefixes, p. 16 (handout) <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, pp. 47-73, 84-85 ➤ Review Test 2 & 3 (p. 76-81) ➤ <i>Lab Manual</i>, p. 20-23 	<p>2/13</p>
<p>2/18</p> <ul style="list-style-type: none"> ❖ Chapter 2 Test ❖ Vocabulary application quiz – number and neg. prefixes, p. 16 (handout) <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 3 & 4 (p. 91-94) <p><i>Reading:</i> <i>Listening. Home and Family</i>, p. 9-51</p>	<p>2/20</p> <ul style="list-style-type: none"> ❖ Chapter 3: Stated Main Idea ❖ MyReadingLab.com ❖ Vocabulary definition quiz – roots, p. 17 (handout) <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, p. 95-123, 133 ➤ Review Test 3, p. 127-130 ➤ <i>Lab Manual</i>, p. 30-34 ➤ <i>Listening</i> written response # 1 - follow guidelines in syllabus packet
<p>2/19</p> <ul style="list-style-type: none"> ❖ Chapter 3: Stated Main Idea ❖ MyReadingLab.com ❖ Vocabulary application quiz – roots, p. 17 (handout) ❖ Two oral presentations 	<p>2/21</p> <ul style="list-style-type: none"> ❖ Chapter 3 Test ❖ Vocabulary definition quiz – roots, p. 18 (handout)

<p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, The Connection Between Reading and Writing (p. 594-598) & Reading 1: “Sex, Lies and Conversation”, p. 599-608 	<p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 4 (p.141-142)
<p>2/25</p> <ul style="list-style-type: none"> ❖ Chapter 4: Implied Main Ideas and Implied Central Ideas ❖ MyReadingLab.com ❖ Vocabulary application quiz – roots, p. 18 (handout) ❖ Two oral presentations <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, p. 143-167, 182 ➤ Review Test 1, p. 167-170 ➤ <i>Lab Manual</i>, p. 50-53, 62-64 <p>Reading:</p> <p><i>Listening. Work and Dedication</i>, p. 55-100</p>	<p>2/27</p> <ul style="list-style-type: none"> ❖ Chapter 4: Implied Main Ideas and Implied Central Ideas ❖ MyReadingLab.com ❖ Vocabulary definition quiz – roots, p. 19 (handout) <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, Reading 2: “Teens, Nude Photos and the Law” p. 609-615 ➤ <i>Listening</i> written response # 2 - follow guidelines in syllabus packet
<p>3/4</p> <ul style="list-style-type: none"> ❖ Chapter 4 Test ❖ Vocabulary application quiz – roots, p. 19 (handout) <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 2 & 3 (p. 185-188) ➤ Combined Skills Test 1, p. 690-694 	<p>3/6</p> <ul style="list-style-type: none"> ❖ Chapter 5: Supporting Details ❖ MyReadingLab.com ❖ Vocabulary definition test – all prefixes, numbers, and roots, p.15-19 (handout) ❖ Two oral presentations <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, pp. 191-212, 222-223 ➤ Review Test 1 (p. 213-226) & 3 (p.216-219) ➤ <i>Lab Manual</i>, p. 71-72, 75-77

<p>3/11</p> <ul style="list-style-type: none"> ❖ Chapter 5 Test <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 1 & 2, p.225-228 ➤ Combined Skills Test 2, p. 694-697 ➤ Reading 3: "Binge Drinking, A Campus Killer" p. 616-625 <p>Reading:</p> <p><i>Listening. Journeys</i>, p. 104-157</p>	<p>3/13</p> <ul style="list-style-type: none"> ❖ Chapter 6: Outlines and Concept Maps ❖ Two oral presentations <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, pp. 233-249, 259 ➤ Review Test 4, p.255-258 ➤ <i>Lab Manual</i>, p. 91-94 ➤ <i>Listening</i> written response # 3
<p>3/18</p> <ul style="list-style-type: none"> ❖ Spring Break ❖ No Class 	<p>3/20</p> <ul style="list-style-type: none"> ❖ Spring Break ❖ No Class
<p>3/26</p> <ul style="list-style-type: none"> ❖ Chapter 6 Test <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 2 & 3, p. 263-266 ➤ Combined Skills Test 3, p. 697-699 ➤ Reading 4: "Is Substance Abuse a Social Problem?" p. 626-634 	<p>3/28</p> <ul style="list-style-type: none"> ❖ Chapter 7: More Thought Patterns ❖ Two oral presentations <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, ➤ Review Test 1 (p. 269-296) & 300-303 ➤ <i>Lab Manual</i>, p. 95-96, 102-104
<p>4/1</p> <ul style="list-style-type: none"> ❖ Chapter 7 Test <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 1 (p. 311-312) & 3 (p.315-316) ➤ Combined Skills Test 4, p. 699-702 ➤ Reading 5: "Think You're Operating on Free Will? Think Again" p. 635-643 	<p>4/3</p> <ul style="list-style-type: none"> ❖ Chapter 8: More Thought Patterns ❖ MyReadingLab.com ❖ Two oral presentations <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, p. 319-341, 352 ➤ Review Test 3 & 4, p. 345-351

<p>Reading: <i>Listening. History and Struggle</i>, p. 163-200</p>	<ul style="list-style-type: none"> ➤ <i>Lab Manual</i>, 117-120 ➤ <i>Listening</i> reading response # 4
<p>4/8</p> <p>❖ Chapter 8 Test</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 2 (p.355-356) &4 (p. 359-360) ➤ Combined Skills Test 5, p. 702-704 ➤ Reading 6: “The Day Language Came into My Life” p. 644-651 	<p>4/10</p> <ul style="list-style-type: none"> ❖ Chapter 9: Fact and Opinion ❖ MyReadingLab.com (Critical Thinking; Combined Skills) ❖ Two oral presentations <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, pp. 361-386, 398. ➤ Review Test 2 & 3, p. 388-394 ➤ <i>Lab Manual</i>, 124-127
<p>4/15</p> <p>❖ Chapter 9 Test</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 4, p.405-406 ➤ Combined Skills Test 6, p. 704-706 ➤ Reading 7: “Fannie Lou Hamer” p. 652-658 <p>Reading: <i>Listening. Fire and Water</i>, p. 203-248</p>	<p>4/17</p> <ul style="list-style-type: none"> ❖ Chapter 10: Tone and Purpose ❖ MyReadingLab.com ❖ Two oral presentations <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, pp. 407-432, 443-444 ➤ Review Test 1 &2, p. 432-436 ➤ <i>Lab Manual</i>, p. 136-139 ➤ <i>Listening</i> written response # 5
<p>Notes:</p>	<p>Notes:</p>

<p>4/22</p> <p>❖ Chapter 10 Test</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 1 & 2, p. 445-448 ➤ Combined Skills Test 7, p. 706-708 ➤ Reading 8: "The Truman Library Speech" p. 659-666 	<p>4/24</p> <p>❖ Chapter 11: Inferences</p> <p>❖ MyReadingLab.com</p> <p>❖ Two oral presentations</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, p. 453-478, 489-490 ➤ Review Test 4, p. 485-489 ➤ <i>Lab Manual</i>, p. 157-160
<p>4/29</p> <p>❖ Chapter 11 Test</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 3, p. 495-496 ➤ Combined Skills Test 8, p. 708-710 ➤ Reading 9: "The Price of Greatness" p. 667-674 	<p>5/1</p> <p>❖ Chapter 12: The Basics of Argument</p> <p>❖ Two oral presentations</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, p. 499-524, 535-536 ➤ Review Test 1 & 2, p. 524-527 ➤ <i>Lab Manual</i>, p. 168-171
<p>5/6</p> <p>❖ Chapter 12 Test</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 1, p.537-538 ➤ Combined Skills Test 9, p. 710-712 ➤ Reading 10: "Real People in the 'Age of the Common Man'", p. 675-688 	<p>5/8</p> <p>❖ Chapter 13 Advanced Argument: Persuasive Techniques</p> <p>❖ Two oral presentations</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Master Reader</i>, p. 545-571, 582-583 ➤ Review Test 3, p. 575-578 ➤ <i>Lab Manual</i>, p. 180-183

5/13 ❖ Final Exam Review Due: ➤ Mastery Test 1 & 2, p. 585-588 ➤ Combined Skills Test , p. 712-714	5/15 ❖ Final Exam

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

Books can be dangerous. The best ones should be labeled "This could change your life." ~Helen Exley