

English 002: Foundations of Reading

11968:T6

11972:T8

Instructor: Barbara Glider

Meet: 11968 T6 Monday & Wednesday from 10:00am – 11:40am, in room D124

11972 T8 Monday & Wednesday from 1:00-2:40 pm in room D124

Office Hours: by arrangement

E-mail: bbglider@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 flash drive/method for backing up your work on a computer

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! I will be checking texts occasionally to check completed assignments as part of your participation grade.*

- Be prepared to share all assignments with the class.
- Bring your textbook to every class.
- MyReadingLab is a valuable tool to help you succeed.

Note:

- ❖ I do not accept assignments by email
- ❖ 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.

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. 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.

- ❖ Note: A missed test must be taken within one week of student's return.
- ❖ Note: I do not accept assignments by email

Making up a Test

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

Late Work:

Work is due on the dates stated in the course outline or by instructor.
Late work is not accepted. Assignments are used on the date due

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 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 (860-892-5751/Room A-119) generally works with students who have Learning Disabilities, Attention Deficit Disorder, or Asperger's Syndrome (Chris's position is part-time). Kathleen Gray (860-885-2328/Room A-119) generally works with students who have physical, visual, hearing, medical, mobility, or psychiatric disabilities.

Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student- accommodations cannot be provided retroactively.

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.comnet.edu

Online tutoring: <http://www.etutoring.org/>

Technology:

Turn off your cell phone or other electronic equipment.

Weather Cancellations:

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

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)

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 ❖ Course introduction and syllabus review ❖ Word Analysis - Vocabulary prefix & roots (handout & discussion) 	<p>1/30</p> <p>Preface Introduction and Chapter 1: A Reading System for Master Readers Myreadinglab.com(Active reading strategies) Vocabulary definition quiz-prefixes p.15 handout</p> <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 Story Corps and Afterword, pp.249-270</p> <p align="center">❖</p>
<p>2/4 Chapter 1 Test</p> <ul style="list-style-type: none"> ❖ 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 Listening Project – pick person to</p>	<p>2/6</p> <p>Chapter 2:Vocabulary Skills Myreadinglab.com (Vocabulary: Vocabulary Development) Vocabulary definition quiz-number and neg. prefixes, p.16 handout</p> <p>Due: Mastery Reader pp.47-73,84-85 Review test 2&3 pp76-81 Lab Manual pp. 20-23</p>

<p>interview, oral presentation due on</p> <ul style="list-style-type: none"> ❖ 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:</p> <p><i>Listening</i>, Introduction & Author's note, p. 1-5, The Story of StoryCorps & Afterword, p. 249-270</p>	
<p>2/11 Chapter 2 Test</p> <ul style="list-style-type: none"> ❖ 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>Reading:</p> <p><i>Listening: Home and Family</i>, p. 9-51</p>	<p>2/13</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>2/18 Chapter 3: Stated Main Idea</p> <ul style="list-style-type: none"> ❖ MyReadingLab.com ❖ Vocabulary application quiz – roots, p. 17 (handout) ❖ Two oral presentations <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>2/20</p> <ul style="list-style-type: none"> ❖ Chapter 3 Test ❖ Vocabulary definition quiz – roots, p 18 handout <p>➤)</p> <p>Due: Mastery Test 4 pp141-142</p>
<p>2/25</p>	<p>2/27 Chapter 4: Implied Main Ideas and</p>

<p>Chapter 4 Implied Main Ideas and Implied Central Ideas</p> <p>MyReadingLab.com</p> <ul style="list-style-type: none"> ❖ 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> <ul style="list-style-type: none"> ❖ Two oral presentations <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>Implied Central Ideas</p> <ul style="list-style-type: none"> ❖ MyReadingLab.com ❖ Vocabulary definition quiz – roots, p. 19 (handout) <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> <p>: Chapter 4 Test</p> <ul style="list-style-type: none"> ❖ 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>:</p>	<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> <p>Chapter 5 Test</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"> ➤ 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: <i>Listening: Journeys</i>, p. 104-157</p>	<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>3/25</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>3/27</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>4/2</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>Reading: <i>Listening: History and Struggle</i>, p. 163-200</p>	<p>4/4</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 ➤ <i>Lab Manual</i>, 117-120 ➤ <i>Listening</i> reading response # 4

<p>4/9 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>4/11 Chapter 9: Fact and Opinion</p> <ul style="list-style-type: none"> ❖ 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>4/16</p> <ul style="list-style-type: none"> ❖ Chapter 9 Test <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>4/18</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>4/23</p> <ul style="list-style-type: none"> ❖ Chapter 10 Test <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>4/25</p> <ul style="list-style-type: none"> ❖ Chapter 11: Inferences ❖ MyReadingLab.com ❖ Two oral presentations <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>4/30 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>5/2 Chapter 12: The Basics of Argument</p> <ul style="list-style-type: none"> ❖ Two oral presentations <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>5/07</p> <p style="text-align: center;">❖ 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>5/09</p> <p style="text-align: center;">❖ Chapter 13 Advanced Argument: Persuasive Techniques</p> <ul style="list-style-type: none"> ❖ Two oral presentations <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
<p>5/14</p> <p style="text-align: center;">❖ Final Exam Review</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Mastery Test 1 & 2, p. 585-588 ➤ Combined Skills Test , p. 712-714 	<p>5/16</p> <p style="text-align: center;">❖ Final Exam</p>

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