

## English Syllabus – Fall 2010

### ENG\* K002: Foundations of Reading

CRN: 31535 Section: T1

Instructor: Sharon Koch

Meeting Information: 8:00 a.m. to 9:40 a.m. on Mondays and Wednesdays in Room E223

Office Hours: Immediately after class and by appointment

Office Location: D111

Phone: 860-885-2600

Email: [skoch@trcc.commnet.edu](mailto:skoch@trcc.commnet.edu)

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### Required Texts and Supplements:

Dubbe, M. (2009). *The Lab Manual to Accompany the Master Reader*. 2<sup>nd</sup> Ed. New York: Pearson Longman.

Henry, D. J. (2009). *The Master Reader*. 2<sup>nd</sup> Ed. New York: Pearson Longman.

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

- Access to **www.myreadinglab.com**. (Note: you will need an access code to use this site.)
- Access to Blackboard (via the **www.mycommnet.edu** website)
- Folders with pockets (to keep handouts)
- A notebook (for class notes)
- A method for backing up work on a computer, such as **www.dropbox.com**.

*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.*

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### Course Description:

#### ENG\* K002 - FOUNDATIONS OF READING

#### 4 CREDIT HOURS

*Prerequisite: Placement test score indicating ENG\* K002 or successful completion of IDS K024 or ESL\* K061 with a "C" grade or better.*

The intensive course is designed for students who need to improve reading and study skills necessary for college work. Skill include: improving comprehension, building college-level vocabulary, increasing reading rate, reading critically and learning various techniques to enhance exam taking and basic study skills. Through reading a variety of full-length texts, students become familiar with the demands of critical reading and practice interpretive strategies required in further academic study.

*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.*

***\*\*Please note that this course does not count towards the credit requirements for graduation.\*\****

***\*\*Please note that a grade of 'C' or better is required to pass.\*\****

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### **Learning Outcomes:**

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

- Read and think critically.
- Understand the connection between the reading and writing process.
- 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 order.
- 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 the 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.

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### **Grading:**

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

|    |        |    |       |
|----|--------|----|-------|
| A+ | 97-100 | C  | 73-76 |
| A  | 93-96  | C- | 70-72 |
| A- | 90-92  | D+ | 67-69 |
| B+ | 87-89  | D  | 63-66 |
| B  | 83-86  | D- | 60-62 |
| B- | 80-82  | F  | 0-59  |
| C+ | 77-79  |    |       |

**Grading is based on:**

|  |     |
|--|-----|
| Class Participation.....   | 25% |
| Participation is extremely important because we learn from each other. Participation includes: |     |
| ➤ Lab Manual   |     |
| ➤ MyReadingLab and Blackboard  |     |
| ➤ 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.         |     |
| Non-Fiction Book.....  | 15% |
| includes:  |     |
| ➤ Book project   |     |
| ➤ Oral presentation  |     |
| ➤ 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% |

**Attendance:**

- **Students are expected to attend all classes.** Students who miss classes will receive a lower final grade, *regardless of when these absences occur and the reason(s) for which they occur, including illness.* Students who miss three classes (regardless of reason) may receive a recommendation to withdraw from the class.
- **Classes begin promptly, so don't be late or leave early, as it will affect your grade.** *A sign-in sheet will be available only for the first ten minutes of class; if you do not sign in while the sign-in sheet is circulating, you will be counted as absent. Please see the instructor before class if you need to leave early for any reason.*

**Also...**

- 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. Any missed work should be prepared for the next class. Make-up tests must be arranged with the instructor.

**Testing Center:**

If you miss a test, you must inform your instructor and make an appointment at the Testing Center by calling 860-885-2318 or dropping by the Welcome Center (Room A105) 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. Work that is turned in anytime after the end of class will receive a grade penalty.

**The Writing Center / Tutoring and Academic Success Center (TASC)**

Room C-117 (next to the Library) 860-892-5713 or 860-892-5769 [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu)

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

**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) generally works with students who have learning disabilities or attention deficit disorder. Kathleen Grey (860-885-2328) generally works with students who have physical, visual, hearing, medical, mobility, and psychiatric disabilities. Matt Liscum (860-383-5240) also works with students who have disabilities.

**Technology:**

Please turn off your cell phone or other electronic equipment before class begins.

**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. Non-punitive "W" grades are assigned to withdrawal requests. An instructor's signature is required after the add/drop period 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:**

A recorded message can be found at 860-886-0177 or online at [www.trcc.commnet.edu](http://www.trcc.commnet.edu).

**Blackboard:**

Students are expected to check Blackboard each week for announcements or supplemental information, such as web links, etc. **Please review the process for logging into your TRCC account or my.commnet.edu:**

Username or NetID = Student ID number followed by @student.commnet.edu

Default Password = First 3 letters of month of birth (1<sup>st</sup> letter only capitalized) + & + last 4 digits of SSN

(Example: a person born in March with a SSN ending in 4231 would use, "Mar&4231.")

Log on to: Must be STARS

*\*Note: Please do not email the instructor through blackboard; use the [skoch@trcc.commnet.edu](mailto:skoch@trcc.commnet.edu) address.*

**Feedback Cards:**

At the conclusion of all classes where a test is not given, students will be asked to complete a feedback card. The feedback card will ask you to do three things:

1. *Answer a question based on the nature of the class that day.* I will read the question to the class at the end of the class to assess your understanding of a given topic.
2. *List any comments or concerns you are having regarding the course in general.* This is an opportunity to let me know confidentially if you need anything else to support your educational needs.
3. *Grade yourself on a scale of 1 – 10 in terms of your participation for this class session.* I will use this feedback to assist in giving you a daily score for participation, based on the criteria listed in this syllabus on page 3, in order to arrive at a participation grade for you.

## Important Considerations:

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 appreciate the benefits of improving your reading skills, and show you how to improve your reading.

As a student, you have the primary responsibility for your success. The college has a responsibility to assist you in meeting your educational goals. By asking yourself the questions below, you can help take responsibility for your own academic success:

*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 a time frame that allows enough time to accomplish them.

## Know what it takes to be successful! Do them consistently!

- Attend class regularly.
- Complete assignments by the due date.
- Participate fully in class.
- Schedule regular outside study time.

- Use college survival skills information
- Participate in college life outside of class.
- Request help when needed

## Know where to find help:

Your instructor, your advisor, the counseling office, a peer advisor, class study groups, the writing center, and/or TASC. Make sure to take action if you feel overwhelmed or unsure. ***Waiting to resolve a problem with your progress only makes the problem worse and slows you down!***

## COLLEGE CALENDAR - FALL 2010

**Aug. 25** Professional Day / Orientation for New Students / Last Day for Full Tuition Refund  
**Aug. 26** **Classes Begin**/Late Registration Begins / Add/Drop Period Begins/ First 7 ½ -Week Mods Begin  
**Sept. 2** Instructor Signature Required to Add Classes  
**Sept. 6** Labor Day - **College Closed**  
**Sept. 8** Last Day of Add/Drop and Partial Tuition Refund  
**Sept. 15** Constitution Day – **Classes In Session**  
**Sept. 22** Last Day to Select Audit Option  
**Oct. 11** Columbus Day Observed – **Classes in Session**  
**Oct. 19** Second 7 ½ Week Mods Begin  
**Oct. 20** First 7 ½ -Week Mods End  
**Nov. 3** Last Day to Select Pass/Fail Option –and - Last Day to Submit Incomplete Work from SPR10 & SUM '10  
**Nov. 11** Veteran's Day Observed – **Classes Not In Session**  
**Nov. 15** Last day to apply for Spring Graduation  
**Nov. 23-24** Make-up/Supplemental sessions - **Instructor Discretion**  
**Nov. 25-28** Thanksgiving Recess - **College Closed**  
**Dec. 9** Last Day to Withdraw from classes  
**Dec. 16** Last Day of 15 Week Session / Second 7 ½ -Week Mods End  
**Dec. 17-20** Makeup/Supplemental sessions – **Instructor Discretion**  
**Dec. 21** Final Grades Due Registrar's Office  
**Dec. 24-25** Holiday Recess - **College Closed**  
**Dec. 29** Grades available on web

## Course Outline for Foundations of Reading – ENG\* K002

*The instructor may make modifications to this schedule and syllabus.*

| Monday     |            |   | Wednesday  |  |
|------------|------------|---|------------|--|
| Week One   | Aug 30     | Course introduction and syllabus review   | Sept 1     | Preface , Introduction & Chapter 1: A Reading System for Master Readers<br><br><i>Listening is an Act of Love</i> book club discussion - Why do our stories matter?  |
|            |            | <i>No assignment due on first class</i>   | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, pp. xiii-xxi, 1-45</li> <li>• Review Test 3, p. 39-42</li> <li>• Lab Manual, p. 1-6</li> <li>• <i>Listening</i>, Introduction &amp; Author's note, p. 1-5, The Story of StoryCorps &amp; Afterword, p. 249-270</li> <li>• <i>Listening</i> weekly question written response</li> </ul>        |
| Week Two   | Sept 6     | <b>Labor Day – College Closed</b>   | Sept 8     | <b>Chapter One Test</b>  |
|            |            |   | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 1 &amp; 2, p. 47-50</li> <li>• <i>Listening</i>, The Conversation of a Lifetime, Do it Yourself Checklist , &amp; Favorite StoryCorps Questions, p. 273-284</li> <li>• Pick Listening Project person to interview, written presentation due by 12/2, oral presentation due on assigned date</li> </ul> |
| Week Three | Sept 13    | Chapter 2: Vocabulary Skills<br><br><i>Listening is an Act of Love</i> book club discussion – If you could interview anyone, whom would you choose? And what questions would you want to ask him or her?  | Sept 15    | <b>Chapter 2 Test</b>  |
|            | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, pp. 59-88</li> <li>• Review Test 1 (p. 88-90) &amp; 3 (p. 91-94)</li> <li>• Lab Manual, p. 18-19, 25-26.</li> <li>• <i>Listening: Home and Family</i>, p. 9-51</li> <li>• <i>Listening</i> weekly question written response</li> </ul> | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 1 (p. 99-100) &amp; 6 (p.109-110)</li> </ul>   |

|            |            |   |            |  |
|------------|------------|---|------------|--|
| Week Four  | Sept 20    | Chapter 3: Stated Main Idea<br><br><i>Listening is an Act of Love</i> book club discussion – What story would you like to tell?   | Sept 22    | Chapter 3: Stated Main Idea<br><br><ul style="list-style-type: none"> <li>▪ Bring MyReadingLab registration card that came with <i>Master Reader</i></li> <li>▪ Meet in computer room</li> </ul> |
|            | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, p. 111-140</li> <li>• Review Test 4, p. 147-151</li> <li>• Listening 2 oral presentations</li> <li>• <i>Listening</i> weekly question written response</li> </ul>  | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, The Connection Between Reading and Writing &amp; Reading 1, p. 692-707</li> <li>• Lab Manual, p. 27-29, 33-35</li> </ul>          |
| Week Five  | Sept 27    | <b>Chapter Three Test</b>   | Sept 29    | Chapter 4: Supporting Details  |
|            | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 1 (p.153-154) &amp; Test 5 (p. 161-162)</li> <li>• Listening 2 oral presentations</li> <li>• <i>Listening: Work and Dedication</i>, p. 55-100</li> </ul>  | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, p. 165-183.</li> <li>• Review Test 4, p. 187-191.</li> </ul>  |
| Week Six   | Oct 4      | Chapter 4: Supporting Details<br><br><i>Listening is an Act of Love</i> book club discussion – Is the act of listening a lost art in our culture? In what ways will being better listeners change the world around us?  | Oct 6      | <b>Chapter 4 Test</b>  |
|            | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, Reading 5, p. 735-743.</li> <li>• Lab Manual, p. 47-51</li> <li>• Reading 2, p. 708-716</li> <li>• Listening 2 oral presentations</li> <li>• <i>Listening</i> weekly question written response</li> </ul>                                  | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 1 &amp; 2 (p. 193-196) &amp; 4 (p. 199-200)</li> </ul>   |
| Week Seven | Oct 11     | Chapter 5: Outlines and Concept Maps<br><br><i>Listening is an Act of Love</i> book club discussion – What important lessons have you learned in your life?   | Oct 13     | <b>Chapter 5 Test</b>  |
|            | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, pp. 205-223.</li> <li>• Review Test 1 (p. 224-226) &amp; 4 (p.232-236)</li> <li>• Listening 2 oral presentations</li> <li>• <i>Listening: Journeys</i>, p. 104-157</li> <li>• <i>Listening</i> weekly question written response</li> </ul> | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 5 &amp; 6 (p.245-248)</li> <li>• Lab Manual, p. 56-58, 61-62</li> </ul>  |

|             |            |   |            |   |
|-------------|------------|---|------------|---|
| Week Eight  | Oct 18     | Chapter 6: Transitions and Thought Patterns<br><br><i>Listening is an Act of Love</i> book club discussion – Is there something about yourself that you think no one knows?   | Oct 20     | <b>Chapter 6 Test</b>   |
|             | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, pp. 249-279</li> <li>• Review Test 1, 2, &amp; 3 (p.280-286)</li> <li>• Reading 4, p. 725-734</li> <li>• Listening 2 oral presentations</li> <li>• <i>Listening</i> weekly question written response</li> </ul>  | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 3 &amp; 4 (p.297-300)</li> <li>• Lab Manual, p. 65-66, 72-73</li> </ul> |
| Week Nine   | Oct 25     | Chapter 7: More Thought Patterns<br><br><i>Listening is an Act of Love</i> book club discussion – What does your earliest memory say about who you are? Your most precious memory?  | Oct 27     | <b>Chapter 7 Test</b>   |
|             | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, pp. 305-332.</li> <li>• Review Test 1 (p. 333-334) &amp; 3 (p.336-341)</li> <li>• Listening 2 oral presentations</li> <li>• <i>Listening: History and Struggle</i>, p. 163-200</li> <li>• <i>Listening</i> weekly question written response</li> </ul> | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 4 (p.353-354)</li> <li>• Lab Manual, p. 76-77, 84-86</li> </ul>         |
| Week Ten    | Nov 1      | Chapter 8: Implied Main Ideas and Implied Central Ideas<br><br><i>Listening is an Act of Love</i> book club discussion - Why do we - or do we -care more about celebrity stories than our own?  | Nov 3      | <b>Chapter 8 Test</b>   |
|             | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, p. 359-388</li> <li>• Review Test 2 (p. 391-392)</li> <li>• Listening 2 oral presentations</li> <li>• <i>Listening</i> weekly question written response</li> </ul>   | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 6 (p.415-416)</li> <li>• Lab Manual, 96-99</li> </ul>                   |
| Week Eleven | Nov 8      | Chapter 9: Fact and Opinion<br><br><i>Listening is an Act of Love</i> book club discussion – How would you like to be remembered?   | Nov 10     | <b>Chapter 9 Test</b>   |

|               |            |  |            |   |
|---------------|------------|--|------------|---|
|               | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, pp. 417-443.</li> <li>• Review Test 1 &amp; 2 (p. 443-446)</li> <li>• Reading 5, p. 735-743</li> <li>• Listening 2 oral presentations</li> <li>• <i>Listening: Fire and Water</i>, p. 203-248</li> <li>• <i>Listening</i> weekly question written response</li> </ul> | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 4 (p.463-464)</li> <li>• Lab Manual, p. 108-109, 116-117</li> </ul>   |
| Week Twelve   | Nov 15     | <p>Chapter 10: Tone and Purpose</p> <p><i>Listening is an Act of Love</i> book club discussion – Book Club # 1 choice.</p>   | Nov 17     | <b>Chapter 10 Test</b>  |
|               | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, pp. 469-497</li> <li>• Review Test 1 (p. 497-500) &amp; 4 (p. 506-511)</li> <li>• Listening to oral presentations</li> <li>• <i>Listening</i> weekly question written response</li> </ul>   | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 3 (p.517-518)</li> <li>• Lab Manual, p. 122-123, 127-129</li> <li>• Reading 9, p. 772-783</li> <li>• Listening to oral presentations</li> </ul>   |
| Week Thirteen | Nov 22     | <p>Chapter 11: Inferences</p> <p><i>Listening is an Act of Love</i> book club discussion – Book Club # 2 choice.</p>   | Nov 24     | NO CLASS – THANKSGIVING BREAK   |
|               | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, pp. 525-554</li> <li>• Review Test 2 (p. 557-559)</li> <li>• <b>Listening - Peer Draft Workshop</b> – bring 2 copies of written portion of project</li> <li>• <i>Listening</i> weekly question written response</li> </ul>  |            |   |
| Week Fourteen | Nov 29     | <b>Chapter 11 Test</b>   | Dec 1      | <p>Chapter 12: The Basics of Argument</p> <p><i>Listening is an Act of Love</i> book club discussion – Book Club # 3 choice.</p>  |
|               | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 2 &amp; 3 (p.571-574)</li> <li>• Lab Manual, p. 136-137, 140-142</li> </ul>  | <b>DUE</b> | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, pp. 581-609</li> <li>• Review Test 1 (p. 610-611) &amp; 3 (p. 614-617)</li> <li>• <b>Listening Project – written portion due</b></li> <li>• <i>Listening</i> weekly question written response</li> </ul> |

|              |            |  |   |  |
|--------------|------------|--|---|--|
| Week Fifteen | Dec 6      | <b>Chapter 12 Test</b>   | Dec 8   | Chapter 13 Advanced Argument<br><i>Listening is an Act of Love</i> book club discussion – Book Club # 4 choice.  |
|              | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 4 &amp; 5 (p.629-632)</li> <li>• Lab Manual, p. 147-148, 151-152</li> </ul>  | <b>DUE</b>  | <ul style="list-style-type: none"> <li>• <i>Master Reader</i>, pp. 635-665</li> <li>• Review Test 2 &amp; 3 (p. 666-672)</li> <li>• <i>Listening</i> weekly question written response</li> </ul> |
| Week Sixteen | Dec 13     | <b>Chapter 13 Test<br/>Final Exam Review</b>   | Dec 15  | <b>FINAL EXAM</b>  |
|              | <b>DUE</b> | <ul style="list-style-type: none"> <li>• Mastery Test 3 (p.683-684)</li> <li>• Lab Manual, p. 159-162</li> <li>• <i>Master Reader</i>, Combined Test 8, p. 811-812.</li> </ul> | <p><i>“Begin to read a book that will help you move toward your dream.”</i></p> <p style="text-align: right;">- Les Brown</p> |  |