

## SYLLABUS

**CLARENDON COLLEGE**  
**Division of Business and Technology**  
**Course Name:** READ 0303

**Credit Hours:** 3

**Semester:** Spring, 2011

**Classroom Location:** Pampa, 104

**Instructor:** Ms. Cotter

**Email:** [wanda.cotter@clarendoncollege.edu](mailto:wanda.cotter@clarendoncollege.edu); wanda.cotter@pampaisd.net

**Office Hours:** By appointment

### **Required Instructional Materials:**

#### **Textbooks:**

- Cortina, Joe and Janet Elder. *Opening Doors: Understanding College Reading, 5<sup>th</sup> Edition*. New York: McGraw-Hill, 2008.
- Henry, D.J., and Susan Pongratz. *Developing Vocabulary*. New York: Pearson-Longman, 2007.

#### **Other Relevant Materials:**

- Dictionary (This is required! Please bring it to class everyday.)
- Headphones (Can be purchased in bookstore or at Dollar General)
- Notebook, College-ruled loose-leaf notebook paper for journal, index cards, pens, pencils, scantrons

### **Student Requirements**

- This is a reading class; therefore, a great deal of reading will be required. It is vital to your success in this class that you read all of your assignments and complete every Plato lab assigned to you.
- Attendance is crucial as well. Without attendance at all classes and labs, you will have difficulty passing this class.

### **Methods of Instruction**

- Instruction in this class will be comprised of a combination of lectures, readings, dictionary work, quizzes, group work, journal work, and use of the Plato software in a lab setting.

### **Course Description**

A continuation of READ 0302. This is a study of the basic elements of reading. Enrollment in this class will be based on placement test scores. This course will teach students the fundamentals of reading comprehension, including identifying the main ideas in literature and expository text, strengthening vocabulary by learning how to recognize context clues, structural analysis, and using a dictionary, and becoming a more deliberate reader through journal activities designed to increase comprehension and response. At this level, students will also learn to develop higher order thinking skills, make valid inferences from given passages of literature and expository text, and distinguish between connotative and denotative meanings. Furthermore, students will learn to recognize and comprehend figurative language, recognize the importance of applying prior knowledge to the reading process, and recognize the author's point of view and purpose.

### **Statement of Purpose:**

This is a developmental course. It does not meet elective or graduation requirements. Students are expected to gain a competent awareness of the use of language and composition skills. Each student should undergo an increased proficiency in reading skills, interpretation of texts and basic analytical capability. In addition to responding to reading, students should learn the basics of composition, including sentence structure, correct grammar use, expanded language use, and an increasing awareness of paragraph structuring, essay objectives, rhetoric-based and argumentative skills. By using interactive texts and computer programs such as PLATO, the students should learn to express themselves in a variety of creative and cognitive ways, including personal interpretation, external evaluation, the analysis of problems or the investigation of social stimuli, and the fundamentals of argumentation. These skills should prepare the students for the passing of the exit test, or THEA, and should thereby in part satisfy the remedial terms of the State of Texas.

### **Course Objectives**

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation;
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument; and
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

**In addition, the following objectives that are specific to Developmental Reading classes 0303 are:**

1. To strengthen vocabulary by using context clues, a dictionary, and structural analysis to determine the meaning of unfamiliar words;
2. To improve comprehension through learning to identify main ideas and important details;
3. To write summaries of reading passages, demonstrating a thorough understanding of the writer's message;
4. To practice basic study skills;
5. To distinguish between fact and opinion;
6. To develop higher order thinking skills;
7. To make valid inferences from given passages of literature or expository text;
8. To increase reading speed without sacrificing reading comprehension;
9. To learn to select and use certain techniques for taking notes and tests;
10. To recognize and comprehend figurative language;
11. To recognize the importance of applying prior knowledge to the reading process;
12. To recognize the author's point of view and purpose;
13. To distinguish between connotative and denotative meanings; and,
14. To develop the skills necessary to achieve a passing score on the reading and/or writing section of the exit test, or THEA.

Students may vary in their competency levels on these abilities. You should expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

**Grading Policies**

Journal.....	20%
Reading Activities & Quizzes.....	20%
Plato/Lab grade.....	20%
Vocabulary Activities & Tests.....	20%
Final.....	20%

The final semester grades will be figured as set in the current catalog:

86 to 100 = A      70 to 85 = B      S = Making Progress    N=Failing

**NOTE:** If a student shows **continual progress throughout the semester**, he or she may be elevated to a **higher final grade bracket**. A student may only pass a developmental course with an A or B. An S indicates that progress is being made, but the student is not yet ready for the next level or to exit remediation. A student who receives an S in a developmental course is advised to re-enroll in the same developmental course in the following semester.

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**Classroom Policies:**

**Academic Integrity and Dishonest Behavior.**

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to: (1) obtaining an examination , classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination , classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an

examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, and/or dean. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Dean of Students. The Dean of Students will maintain a file on all violations. If a faculty member prefers to report the case directly to the Dean of Students, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Dean of Students. If the Dean of Students observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Dean is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation with the faculty member (s) involved for taking the appropriate action. The Dean of Students is responsible for the timely notification (normally within two weeks) to all parties of an action taken.

Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Student appeals and Grievance Procedure.

#### **American with Disabilities Act Statement:**

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Office of Student Services (806-874-3571 or 800-687-9737). We will work with you to make whatever accommodations we need to make.

#### **Dropping a Course:**

A student who is enrolled in a developmental course for TSI purposes may not drop his/her only developmental course unless the student completely withdraws from the college. A student may drop any other course with a grade of "W" any time after the census date for the semester and on or before the end of the 12<sup>th</sup> week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar. The request for permission to drop a course is initiated by the student by procuring a drop form from the Office of Student Services. (Refer to other policies concerning this issue in the current college catalog online.)

#### **Withdrawal from College:**

If you decide that you are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript instead. Withdrawal from a course is a formal procedure that you must initiate. If you do not go through the formal withdrawal procedure, you will receive a grade of "F" on your transcript.

A student is permitted to drop a course if he/she obtains an official drop slip from the office and has the instructor sign the slip before the 12<sup>th</sup> class week. When a student finds it necessary to withdraw from school before the end of the semester, he or she should obtain a withdrawal form from the Office of Student Services. Students may also withdraw from the college by sending a written request for such action to the Registrar's Office. The request must include the student's signature, the student's current address, social security number and course information

details. Students who withdraw after the census date for the semester and on or before the end of the 12<sup>th</sup> week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar will be assigned a grade of "W."

**Remember, a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6, he/she will no longer be able to withdraw from any classes.**

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### Attendance

**ALL students MUST ATTEND class REGULARLY.** It is vital to your success in remediation that you attend every possible time class meets. In order to facilitate this policy, a student who has more than three unexcused absences for a MWF class, more than two unexcused absences for a T R class, or more than one unexcused absence for an evening class will lose **2 percentage points off his or her FINAL grade for each additional absence.** A student **missing a third of the semester due to unexcused absences may expect to fail or be permanently dismissed from Developmental Reading and Writing.** In general, **DO NOT miss developmental classes!** Each class is vital to the continuation of your progress and your chances of ultimately passing!

### Lab Attendance

**All students MUST ATTEND his or her scheduled lab REGULARLY as well. Students will be allowed to miss only one lab. The lab is a vital part of the student's success in the Developmental program. The instructor will assign Plato modules to each student based on his or her individual need, to be completed during lab time. This time may also be used for working on class homework and for getting personal help on Developmental reading and writing assignments.**

### Homework

**All assignments must be handed in on time. I will NO LONGER be accepting late work. In general, assignments will be due at the beginning of a specified class period.** Students must provide a **valid note from a reputable medical source if they want an extension.** For the most part, extensions are rarely granted. Make sure you submit your material when it is needed! Excuses for late assignments, including computer malfunctions etc., will not normally be considered. If in doubt, always keep a copy of your assignments on disk or other backup means. Also remember that students are solely responsible for getting their homework to me or making arrangements for missed quizzes or tests due to *excused, school-related* functions.

### Lateness

Students are expected to arrive in the classroom and be ready for instruction before class starts. It shows a lack of courtesy to your instructor and classmates to walk in late. All students who **arrive fifteen minutes or more late for class, or who leave early from class without the Instructor's prior permission, will be marked as absent for that class.** Late arrival will only be considered if a valid note and explanation is provided, e.g. severe weather or severe personal circumstances. Always be punctual!

### No Distractions

Students are expected to bring **relevant materials to each class, including writing paper, pens or pencils, and ALL relevant textbooks and handouts for that specific class.** Any students who repeatedly fail to bring the correct materials may face an absent mark, immediate evacuation from class, or a grade deduction. Students are **not expected to talk to each other when the Instructor is lecturing, or when the class begins.** Any **idle conversation** may result in an absent mark, an immediate evacuation from class, or a possible grade deduction. All **cell phones MUST be turned off** before entering the classroom. Students should **NOT possess any CD players, or similar music equipment. No food or drinks should be brought into the classroom. Students should never sleep** during class time: this may again result in instant dismissal, absentee mark, or grade deduction. All students are expected to be **courteous and involved in their course at all times.**

## Tentative Course Assignments

RS = Reading Selection      RS Quiz = Reading Selection Quiz

Week	Day	Assignments
1	Jan. 17-21	First Class Day/Intro to Class/Goals; distractors
2	Jan. 24-28	Introduction to Chapter 1/RS 1-1: 1-25 Quiz/Journal Activities/ <b>Assign RS 1-3</b> Vocabulary Activities – Begin Ch. 1
3	Jan. 31-Feb. 4	RS 1-3 Quiz 1-25; possibly RS 1-2 prereading only Vocabulary Activities Ch. 1 continued;
4	Feb. 7-11	Intro to Chapter 2/Journal Activities/RS 1-1/ <b>Assign RS 2-2 and quiz.</b> Possibly RS 2.3. Vocabulary Activities Ch. 2
5	Feb. 14-18	Intro to Chapter 3/Journal Activities/ RS 3-1 and quiz/ <b>Assign RS 3-2 RS and Quiz</b> <b>Assign Vocab Unit 1 Review Test</b>
6	Feb. 21-25	Intro to Chapter 4/Journal Activities/ <b>Assign RS 4-2 and Quiz</b> Vocabulary Activities Ch. 3
7	Feb. 28-Mar. 4	RS 4-3 and Quiz Vocabulary Activities Ch. 4.
8	Mar. 7-11	Intro to Chapter 5/Journal Activities/ RS 5-1and quiz/ <b>Assign RS 5-2 and quiz</b> Vocabulary Activities Ch. 5
9	Mar. 21-25	Chapter 5 continued/Journal Activities/ RS 5-3 and Quiz Vocabulary Activities Ch. 6
10	Mar. 28-April 1	Intro to Chapter 6/Journal Activities/RS 6-1/ <b>Assign RS 6-2 and quiz</b> <b>Assign Vocab Unit 2 Review Test</b>
11	April 4-8	Intro to Chapter 7/Journal Activities/RS 7-1 Assign <b>RS 7-2 and quiz</b> Possibly RS 7-3 Vocab Activities Ch. 7.
12	Apr. 11-15	Intro to Chapter 8/Journal / RS 8-1/ <b>Assign RS 8-2 Quiz/</b> Possibly RS 8-3 Vocabulary Activities Ch. 8
13	Apr. 18-22	Intro to Chapter 9/RS 9-1/Journal Activities/ <b>Assign RS 9-2 and Quiz</b> Possibly RS 9-3 Vocabulary Activities Ch. 9
14	Apr. 25-29	Intro to Chapter 10/Journal Activities/RS 10-1 – Take Cornell notes, create a study map, and write a one-paragraph summary (See pg. 704) <b>Review for semester test</b> <b>Plato deadline: Friday, April 23</b>
15	May 2-6	<b>Semester Test: Thursday, May 5 @ 5:00</b>