

SYLLABUS

CLARENDON COLLEGE
Division of Liberal Arts
Course Name: READ 0302

Credit Hours: 3

Semester: Spring 2011
Classroom Location: Clarendon

Instructor: Mrs. Hannon
Office Location: Room 201, Office A
Phone: 806-874-3571 ext 128
Email: Sharon.Hannon@clarendoncollege.edu
Office Hours: By appointment

Required Instructional Materials

Textbooks:

- Cortina, Joe and Janet Elder. *Opening Doors: Understanding College Reading, 6th Edition*. New York: McGraw-Hill, 2010 with *Connect Reading*.
- Henry, D.J., and Susan Pongratz. *Effective Vocabulary*. New York: Pearson-Longman, 2007.
- Hall, Ron and Moore, Denver. *Same Kind of Different as Me*. Thomas Nelson, Inc., 2006.

Other Relevant Materials:

- Headphones
- 3 subject notebook with college-ruled paper, 4x6" note cards, pens, pencils, highlighters, scantrons

Student Requirements

This is a reading class; therefore, a great deal of reading will be required. It is vital to success in this class that students read all assignments and complete every *Connect Reading* lab assignment.

Attendance is crucial as well. Without attendance at all classes and labs, students 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 *Connect Reading* software in a lab setting.

Course Description

READ 0302 is a continuation of READ 0301. 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.

Statement of Purpose

READ 0302 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 *Connect Reading*, 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 0302 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 select and use learned techniques for taking notes and tests;
10. To distinguish between connotative and denotative meanings; and,
11. 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. Students should expect to acquire these abilities only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations.

Grading Policies

Daily work.....	25%
Tests.....	25%
Lab grades.....	20%
Journal grades.....	15%
Final Test	15%

The final semester grades will be figured as:

86 to 100 = A 70 to 85 = B 50 to 69 = S (Making Progress) <50= N (Failing)

NOTE: 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.

A student's final grade will be made available at the Clarendon College website.

Academic Integrity

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 ensuring that their work is consistent with Clarendon College's expectations about academic integrity. In this course, students may be asked to submit papers using an online tool, **Turnitin.com** to confirm accuracy of sources. Instructions on how to use Turnitin.com will be provided by your instructor and are also available at Clarendon College's website at the **Students>>Forms & Resources** link.

Disciplinary actions for cheating in a course are at the discretion of the individual instructor. The instructor of that course will file a report with the Dean of Students when a student is caught cheating in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported as cheating to the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

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).

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 12th 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.)

According to Texas state law a student is only allowed to drop the same class twice before he/she may 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 6th dropped class, he/she will no longer be able to withdraw from any classes.

Withdrawal from College:

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 12th 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."

Class Attendance

Students MUST ATTEND class to be successful. Students absent for **any** reason (excused or unexcused), are still responsible for the material covered in class, or they will lose daily activity points. Make-up work will not be accepted more than one week after the date the class was missed.

An attendance grade will be given at the end of the semester and counts as one of the student's Test grades. Students will start out with an attendance grade of 100. Each unexcused absence will lower this grade by 5 points. To have an absence excused, the student must contact the instructor PRIOR to the absence. This includes students who are absent for a school-related activity.

Lab Attendance

Students MUST ATTEND lab as well. Lab attendance is a vital part of the student's success in the developmental program and accounts for 50% of their final lab grade. The instructor will provide *Connect Reading* assignments to each student based on his or her individual needs, to be completed during lab time. This time may also be used for working on class homework and for getting personal help on reading and writing assignments.

Submission of Assignments

All assignments must be handed in on or before the due dates unless prior arrangements have been made with the instructor. Excuses for late assignments, including computer malfunctions etc., will not normally be considered. If in doubt, students should keep a copy of their assignments backed up.

Lateness

Students are expected to arrive in class on time. Once the classroom door is closed, students will not be allowed to enter and will be counted absent. Students who leave class early (without the Instructor's permission) will be marked as absent for that class.

Materials

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 student who repeatedly fails to bring the correct materials may receive an absent mark, immediate evacuation from class, or a grade deduction.

Classroom Conduct

Students are expected to be courteous and involved in their course at all times. Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class and will not be tolerated. Students are expected to listen when the Instructor is lecturing. Sleeping in class or idle conversation may result in an absent mark, an immediate evacuation from class, or a possible grade deduction. Cell phones MUST be turned off and remain out of sight upon entering the classroom. Laptops may be used only with permission by the instructor. CD players, mp3 players, iPods or any other similar music equipment should not be brought into the classroom.

Final Exams

Final exams are required in developmental classes, except for students who pass the THEA test offered during the 12th week of the semester. The schedule of final exams times is published at the beginning of the semester. Do not make plans to leave school before your scheduled final exam.
