

## SYLLABUS for FALL 2009

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

**Credit Hours: 3**

**Semester: Fall, 2009**

**Classroom Location: Clarendon, 106**

**Instructor: Mrs. Dianna Wiginton**

**Office Location: Room 210**

**Phone: 806-259-3837 or cell 204-0024**

**Email: [dimwilcw.8455@yahoo.com](mailto:dimwilcw.8455@yahoo.com)**

**Office Hours: 5:00pm to 5:50pm on Monday and Thursday or 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**

This course is 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**

Daily work.....	30%
Reading Quizzes.....	30%
Plato/Lab grade.....	20%
Vocabulary Tests.....	10%
Chapter Tests.....	10%

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

**Major Assignments:** Students are responsible for all assignments in this course and must satisfactorily complete all major assignments to receive a passing grade.

**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 through Campus Connect at Clarendon College's website.

### **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:**

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."

### **Attendance:**

**ALL students MUST ATTEND class REGULARLY. After the first unexcused absence, the instructor will warn the student of future possible action. A student missing three or more classes may expect to fail or be permanently dismissed from Developmental reading and writing.** After three unexcused absences, the instructor will deduct one FULL percentage point off of the final grade. This one point could make the difference between passing this class. In general, **DO NOT miss developmental classes!** Each class is vital to the continuation of your progress and your chances of ultimately passing!

**NOTE: Those attending evening classes must know that one absence is the equivalent of three absences in a MWF class. Therefore, the student may be dropped from the class with one absence.**

### **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.**

### **Essay Submissions:**

All assignments must be handed in on time. 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! Late assignments will automatically receive a reduced grade, even if they are submitted the same day. 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.

### **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 engage in conversation with 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,

I have read the syllabus for Mrs. Wiginton's class, and I agree to abide by the terms of the syllabus. I also pledge to put forth my best effort on each assignment in order to better myself. I understand that it is my responsibility to let her know of any issues I have that may require me to require accommodations. I also understand that these accommodations may be allowed at her discretion.

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Signature

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Date