

MARTIN COMMUNITY COLLEGE  
COURSE SYLLABUS  
Fall 2011

<b>COURSE NUMBER:</b>	RED 090 1	<b>INSTRUCTOR:</b>	MARSHA M. ROGERS
<b>COURSE TITLE:</b>	IMPROVED COLLEGE READING	<b>OFFICE NUMBER:</b>	BUILDING 4 OFFICE 8B
<b>CREDIT HRS/WK:</b>	4	<b>OFFICE HOURS:</b>	M-F 8:00 – 9:00; TH TBA; M-F 10:00-11:00
<b>CONTACT HRS/WK:</b>	5(4 class, 1 lab)	<b>PHONE NO:</b>	(252) -789-0307
<b>PREREQUISITES:</b>	RED 080 or ENG 080 or appropriate score on placement test.	<b>FAX:</b>	(252)-792-0826
<b>COREQUISITES:</b>	NONE	<b>E-MAIL:</b>	mrogers@martincc.edu

**COURSE DESCRIPTION:**

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. *This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A.*

**PROGRAM LEARNING OUTCOMES:**

At the completion of this program, students should be able to:

1. Apply critical thinking skills to problem-solving.
2. Demonstrate use of discipline-related technology.
3. Demonstrate entry level skills needed for first college-level course in curriculum.

**COURSE LEARNING OUTCOMES:**

At the completion of this course, students should be able to:

1. Analyze author's purpose, tone, style, and bias.
2. Demonstrate comprehension by responding to written material in a variety of methods.
3. Make inferences and draw conclusions from written material.

**REQUIRED TEXTBOOKS ( TO BE PURCHASED BY THE STUDENT):**

- Smith, Brenda D. (2006). *Bridging the gap*. (10th ed.). New York: Addison Wesley Longman, Inc.
- Nist and Mohr. (2002). *Advancing vocabulary skills*. (3<sup>rd</sup> ed.). West Berlin, New Jersey: Townsend Press.
- Waller, R. James. (2002). *The bridges of madison county*. (1<sup>st</sup> ed.). New York: Warner Books, Inc.
- Dictionary. (2002). *The american heritage college dictionary*. (4<sup>th</sup> ed.). New York: Houghton Mifflin Company.
- Kidd, Sue Monk. (2010). *The secret life of bees*. (4<sup>th</sup> ed.). Penguin group.

**SUPPLEMENTAL RESOURCES (SUPPLIES/ SOFTWARE)**

**TO BE PURCHASED BY THE STUDENT:**

- College-ruled notebook paper, 3-ring binder and subject dividers, with tabs for the Portfolio.
- Set of note cards 3 ½ x 5, hole punchers
- Four scantron sheets (50 items each).
- One clear folder
- Portfolio (3-ring binder)

**PROVIDED BY THE INSTRUCTOR:**

- Sledge, Martha. (1999). *The longman textbook reader*. (1<sup>st</sup> ed.). New York: Addison Wesley Longman Publishers USA.
- Pauk, Walter D. (2002). *Six-way paragraphs*. (6<sup>th</sup> ed.). Chicago: Jamestown Publishers, Inc.

**LEARNING/ TEACHING METHODS:**

In the course of student instruction, lectures, class discussions, outside reading assignments, written evaluations, assigned writings and various collaborative assignments will be utilized to achieve both the program and course learning objectives.

**ASSESSMENTS/ METHODS:**

**The following methods will be used to evaluate student learning**

1. **Chapter Exams**- there will be a minimum of eight chapter exams. Chapter exams represent 40% of the student’s overall grade.
2. **Midterm**- a Midterm will be given to students on or about the tenth week of classes. The Midterm will count 10% of the student’s overall grade.
3. **Final**- a comprehensive Final examination will be given on or about the last week of class. The exam will include questions from workbook chapters, assigned readings, novels, and from other relevant material covered in class. The Final will represent 10% of the student’s overall grade.
4. **Portfolio**- the Portfolio is a collection of the student’s work over the semester. It is designed to provide the student with a review of materials covered during the semester. It is also designed to demonstrate how a student has progressed during the semester. The Portfolio is composed of five sections, Classwork, Homework, Reading Summaries, Computer Assignments, and Internet Reading Lessons. The Portfolio is graded on presentation and completeness. It is worth 10% of the student’s overall grade.
5. **Classwork**- a minimum of twenty class work assignments will be given during the semester. Classwork assignments may include, but are not limited too, brief writing prompts, comprehension exercises, computer activities, quizzes and selected internet activities. These assignments are to be placed in the Classwork section of the Portfolio. Classwork is worth 10% of the student’s overall grade.
6. **Homework\ Outside Reading Assignments**- a minimum of twenty homework assignments will be given. Homework may include, but is not limited to, assigned readings, writing prompts, selected internet activities, and computer activities. Homework\ Outside Reading Assignments is worth 10% of the student’s overall grade.
7. **Workbook**- a minimum of thirty chapters will be completed in the workbook. Sections associated with these chapters will be assigned for completion. The workbook is worth 10% of the students overall grade.
8. **Diagnostic Prescriptive Reading Assessment ( DPRA)**- The DPRA is a standardized examination for accessing student reading ability. The DPRA will be given to students at the beginning and end of each semester. The DPRA will determine whether a student has successfully mastered the necessary skills to successfully proceed to the next level of instruction, grades notwithstanding. The level of mastery deemed necessary for a student to proceed is a score of 78% or higher on the DPRA. The DPRA does not figure into the alphabetical grade a student receives.

Breakdown	
Chapter Exams	40%
Midterm	10%
Final	10%
Portfolio	10%
Classwork	10%
Homework\ Outside Assigned Readings	10%
Workbook	10%
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Total	100%

**Grading:**

Grades will be based on performance on skills tests covering textbook chapters as well as a midterm and a comprehensive final exam. Grades will also be earned on assignments in the Academic Skills Center and on homework/classwork. All homework/classwork assignments must be completed personally by each student before class. Grades will be assigned according to the following scale:

93 – 100	A
85 – 92	B
77 – 84	C
76 and below	F
Incomplete	I

**\*Students must receive at least a C to pass the class.**

**\*Students who do not meet the attendance policy will receive a grade of “WF”, see attendance policy.**

**COURSE OUTLINE:***Week One:*

Course Introduction  
Placement Score Evaluation  
Diagnostic Test – Diagnostic Prescriptive Reading Assessment  
Portfolio Setup  
Workbook Chapter One  
Bridging The Gap Text (BTG) – “Active Learning” Read pps. 1 - 28  
Introduction to Computer Lab and Reading Software  
Portfolio Setup  
Workbook Chapters Two and Three  
Introduce Bridges of Madison County (BOMC) by Robert J. Waller  
Read pps. 1 – 15 (BOMC)  
Text Assignment (BTG) Read pps. 30-55  
Exam One

*Week Two:*

Workbook Chapters Four and Five  
(BOMC) Read pps. 15 - 30  
Text Assignment (BTG) Read pps. 57-92 Vocabulary and Study Strategies  
Computer Lab – “select a textbook”  
Workbook Chapters Six and Seven  
Reading / Writing Activity  
Text Assignment (BTG) Read pps. 93-146 – Strategic Reading and Study  
Introduce “Main Idea”  
(BOMC) Read pps. 30 - 50  
Exam Two  
Computer Lab – “Pick a Text and Travel”  
Workbook Chapters Eight and Nine  
Text Assignment (BTG)  
Main Ideas and Central Point  
Comprehension Exercise  
(BOMC) Read pps. 51 – 75

*Week Three:*

Workbook Chapters Ten and Eleven  
Text Assignment (BTG) Read pps. 147-186  
Main Ideas and Central Point  
Patterns of Organization  
(BOMC) Read pps. 76 – 90  
Comprehension Exercises from textbook (Instructor's Choice)  
Workbook Chapters Twelve, Thirteen and Fourteen  
Text Assignment (BTG) Read pps. 187-199  
Vocabulary Enhancement (Provided by Instructor)  
Central Point and Central Theme  
Patterns of Organization  
(BOMC) Read pps. 91-107  
Portfolio Evaluation  
Exam Three

*Week Four:*

Workbook Chapters Fifteen, Sixteen, and Seventeen  
Text Assignment (BTG) Read pps. 200-224  
Vocabulary Enhancement (Provided by Instructor)  
Patterns of Organization  
Exam Four  
(BOMC) Read pps. 108 – 128  
Reading Efficiency Activity  
Preparation for Midterm Examination

*Week Five:*

Workbook Chapters Eighteen and Nineteen  
Text Assignment (BTG) Read pps. 225-255, 256-282  
Exam Five  
Patterns of Organization  
Introduce Organizing Textbook Information  
(BOMC) Read pps. 129 – 155  
Comprehension Exercises (Provided by Instructor)  
Essay Writing "Falling From Dimension Z"  
Workbook Chapters Twenty and Twenty One  
Author's Point of View  
(BOMC) pps. 155 – 171

*Week Six:*

Conference With Students  
Introduction to Research Project with Classic Authors  
Text Assignment (BTG) Read pps. 335 – 358  
Workbook Chapters Twenty-two and Twenty-three  
Introduce New Internet Reading Assignment  
Student Conferences Continued  
Classic Authors (fiction, nonfiction) Reading Project  
Text Assignment (BTG) Read pps. 377-429  
Workbook Chapters Twenty-four and Twenty-five  
Internet Reading Assignment  
Exam Six

*Week Seven:*

Computer Lab – Internet Reading Assignment  
Text Assignment (BTG) Read pps. 430-488  
Reading Research Continued  
Portfolio Evaluation  
Student Conferences / Individual Prescriptives  
Workbook Chapter Twenty-Six  
Exam Seven  
Reading Research Project Continued  
Individual Prescriptives Continued  
Workbook Chapter Twenty-Seven  
Internet Reading Assignment  
Workbook Chapter Twenty-Eight  
Text Assignment (BTG) Read pps. 488-499  
Point of View  
Critical Thinking

*Week Seven Continued:*

Computer Lab – Recognizing the Main Idea and Supporting Details (RRT)  
300 Vocabulary Words  
Matching Words (Due in your Portfolio)  
Workbook Chapter Twenty-Nine  
Text Assignment (BTG) Read pps. 500-529  
Internet Reading Assignment  
Supplemental Material Provided by the Instructor (Comprehension Exercises)  
Diagnostic Prescriptive Reading Assessment Preparation  
Text Reading and Exercises pps.530-544

*Week Eight:*

Comprehensive Reading and SQ3R Reading Method  
Exam Eight  
Reading Assignment 545-554  
300 Vocabulary Words Continued  
Prefixes and Suffixes  
Comprehensive Reading Terminology  
Workbook Chapter Thirty Due (10%) (All Five Units Due)  
Text Assignment (BTG) Read pps. 555 – 578 - A Discussion of Figurative Language  
Preparation for Comprehensive Final Exam  
Preparation for Diagnostic Prescriptive Reading Assessment  
Collect Portfolios (10%)  
Collect Workbooks (Workbooks are Collected by the Reading Department) (10%)  
Comprehensive Final Exam (Exam Date Will be Announced by Instructor) (10%)  
Diagnostic Prescriptive Reading Assessment Exam (Exam Date Will be Announced by Instructor)

**STUDENT ATTENDANCE POLICY:**

**Attendance Policy:**

The MCC Attendance Policy applies. Instructors may have additional attendance requirements. \*(See additional information). Students should attend all classes. This course policy allows students to miss a maximum of 15% of the course; however, successful students are those who rarely miss class. Also, students who miss more than six contiguous hours of instruction are in violation of the attendance policy and may be administratively withdrawn. Tardies may also count towards total absences. Three tardy marks count as one absence. Even though a student is late, he/she should attend to benefit from instruction. Special situations should be brought to the instructor's attention. More than 12 hours of absences results in a "WF" for the course. Tests can be made up only when a

legitimate absence can be verified by a doctor's note, a court document, etc. Such verification for an absence is not needed for the instructor unless the student misses a test, but it should be obtained and kept by the student in the event of an appeal of the "WF" for absenteeism at the end of the term. When a student misses more than fifteen percent of the course he/she will receive a letter advising that unless he/she appeals within 5 days, this student will receive a grade of "WF." If the student does not appeal the absences, or if his/her appeal is denied by the Instructor, the "WF" will be changed on the student's record to an "F". This action will be initiated by the instructor. The "WF" counts as an "F" in calculating GPA.

\*In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a minimum of two excused absences per academic year for religious observances required by the student's faith. The policy limits the excused absences to a maximum of two days per academic year.

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a request form to the instructor (s) prior to the census date of each class. The **Request for Excused Absences for Religious Observances** form can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

## **COURSE POLICIES:**

### **Class Times**

Class will meet Mon/Tues/Wed/Thurs/Friday. Each student is responsible for getting his/her own MCC email address.

### **Assignment Due Dates:**

All assignments are due at the beginning of a class period.

### **Make-up Policy:**

When you miss a class or classes, you are responsible for the work you miss. Assignments can be made up the following day; however, unless there is proper documentation for an excused absence, 20 points will be penalized each day the assignment is late. Therefore, you must make arrangements with the instructor to make up work as quickly as possible. Exams can be made up within three days with a legitimate note.

### **Cellular Phones**

Cell phones are not allowed in the classroom.

### **Academic Skills Center (ASC)**

Your chances for succeeding will be greatly enhanced by going to the Academic Skills Center (ASC) at least once/week. A student may receive assignments tailored to his/her individual needs in Reading Comprehension and Vocabulary Enhancement.

### **Academic Integrity Statement**

The President or any other authorized college official may dismiss, suspend, or expel any student who disrupts the legal mission, educational processes or function of the college, ( see Student Governance and Conduct Code). Deliberately cheating or knowingly and intentionally engaging in acts of plagiarism is a violation of the Student Governance and Conduct Code ( see Student Governance and Conduct page 47). Cheating will result in a failing grade for the course and possible expulsion.

### **Open Door Policy**

Martin Community College is an equal opportunity institution and maintains an "open door policy" for eligible applicants and serves all students regardless of race, color, creed, sex, age, handicap, religion, or national origin.

### **Contact Person**

If you cannot reach your instructor, you may contact the Dean of Academic Affairs and Student Services at (252) 789-0246 or 789-0247 by phone or in Building 2, Room 33.

**Accessing the MCC Career Catalog**

To access the Martin Community College Career Catalog for policies and curriculum requirements, please go online to [www.martincc.edu](http://www.martincc.edu).

**Disability Statement**

Martin Community College Supports the Americans with Disabilities Act and is sensitive to the needs of applicants with documented disabilities. If you have a need for a disability-related accommodation, please notify the Student Services Counselor at (252) 792-0293.