PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

BASIC READING
DSPR 0700 (formerly RSR 0710)

Class Hours: 2.0   **Credit Hours: 3.0**

Laboratory Hours: 3.0   **Revised: Fall 05**

Catalog Course Description:

This is the first reading course for native speakers of the English language. The course promotes effective literal comprehension at the paragraph level through prereading and note taking, vocabulary development, increasing reading speed and efficiency and strategies to aid concentration and memory.

Entry Level Standards:

Scores earned on the ACT or ASSET and verified by scores on the Nelson-Denny Reading Test will be used to determine placement in the class.

Prerequisites:

 None

Textbook(s) and Other Course Materials:

Albom, Mitch. *Tuesdays With Morrie.* New York: Doubleday, 1997.
Gibbons, Kaye. *Ellen Foster.* New York: Vintage, 1990.
Goodman, Donald J., and Carole Mohr. *Building Vocabulary.* 2nd ed. Marlton, NJ: Townsend Press, 1997.
Hyde Catherine Ryan, *Pay It Forward.* New York, Simon & Schuster, 1999.

I. Week/Unit/Topic Basis:

Week	Topic
1-5	Unit 1; "Me" - Developing a sense of self
6-11	Unit 2; "Myself"- Developing a sense of self and others
12-14	Unit 3; "I" – Developing the public persona
15	Final Exam Period

II. Course Objectives*:

A.   Acquire skills to support student success in college-level curricula and to enable students to achieve their educational goals. I, II, III, IV, V, VII

B.   Improve post-test results when compared to pre-test results. I, II, III, IV, V, VII

C.   Achieve similar or better success rate in college-level classes than students who not enrolled in the DSP reading program. I, II, III, IV, V, VII

*Roman numerals after course objectives reference TBR's education goals.

III. Instructional Processes*:

Students will:

1.   Draw upon interactions with other readers to construct meaning from text.

   Communication Outcome, Transitional Strategy, Active Learning Strategy

2.   Read a wide range of assigned texts and participate in class discussion.
   Communication Outcome, Humanities and/or Fine Arts outcome, History Outcome, Transitional Strategy, Active Learning Strategy

3.   Write appropriate responses to reading, such as reflections, summaries, essays, notes, outlines, graphic organizers, concept maps, graphics.
   Communication Outcome, Transitional Strategy, Active Learning Strategy

4.   Develop research skills using the Internet and library sources to find information for oral or written projects, to build background knowledge, and to evaluate sources. *Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*

5.   Develop oral presentation skills to present individual and group information from research. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

6.   Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in professional manner while in class. *Transitional Strategy, Active Learning Strategy*

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1.   Read and comprehend a wide range of texts as a means for personal development, for learning across the curriculum, and for solving problems in response to demands of society and the workplace. AB,C

2.   Comprehend text at the literal, interpretive, evaluative, and creative level. A,B,C

3.   Draw upon prior experience to construct meaning from text. A

4.   Draw upon interactions with other readers to construct meaning from text. A

5.   Build receptive and expressive vocabularies through reading. A

6.   Use reading process elements appropriately for the text, audience, purpose. A,B,C

7.   Recognize conventions of language usage appropriate to purpose and audience. A

8.   Use technological and informational resources to gather, evaluate, and synthesize information. A,C

9.   Listen, speak, read, and write to accomplish his/her own purpose. A, B, C

10.   Understand and practice critical thinking skills as defined in Bloom's Hierarchy of Thinking Skills: knowledge, comprehension, application, analysis, synthesis, evaluation. A, B, C

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Evaluation Procedures:

During the semester, students will be evaluated on a variety of lecture and lab assignments. Assignments, point values of assignments, and criteria for evaluating these assignments are explained in a separate document.

<u>Assignments:</u>

• For each reading assignment, a "reading check quiz" is administered at the beginning of class. This must be taken during the first 5-10 minutes of class. There is no makeup.

• Assignments should be submitted on the dates indicated on the Schedule of Instruction or as announced. Points are awarded based on quality, accuracy, neatness, and punctuality.

• Late papers (after the beginning of the class period in which they were due) will not be accepted. There will be no make up allowed for daily work. Failure to submit daily work results in a grade of zero.

• In the case of absence, papers are due the next day of attendance.

• Find two classmates whom you may call or e-mail to get assignments and information given in any class period you have missed. If you are unable to contact a classmate, you may of course contact me; however, I will not repeat a class lecture or class discussion in my office, over the phone, or via e-mail.

• Missed exams must be made up the first day of return to class after an absence.

B. Grade Breakdown:

Grades will be assigned according to the following percentages:

94 - 100% of total points possible = A
87 - 93% of total points possible = B
80 - 86% of total points possible = C
below 80% of total points possible = F

VI. Policies:

A. Attendance Policy:

Regular attendance is essential for successful completion of DSPR 0700. Attendance will be monitored and recorded by the instructor. PSTCC requires that a minimum of 75% of class sessions must be attended to receive credit.

<u>Tardiness:</u>

Promptness is an important characteristic of successful students and employees. Late arrivals are disruptive to the instructor and the other students. Late arrivals rob you, the learner, of the opportunity to prepare yourself to receive information and instructions about class activities. As a result, students are expected to arrive for class before attendance is taken and remain until class is dismissed. Arriving late or leaving early are considered tardies. Three tardies count as one absence.

You are responsible for keeping up with your attendance and tardies. Do not ask me to give you sporadic reports.

B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. According to the PSTCC 2004-2006 Catalog & Handbook,
Prohibited activities include but are not limited to the following practices:

• Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments

• Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services,

without proper documentation of the original source
• Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work
• Taking an exam for another student
• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor

Classroom Behavior: (see page 59 of the PSTCC catalog)
Any behavior which results in a disruption of the learning environment will not be tolerated. This includes, but is not limited to, conducting conversations with classmates during periods of instruction, passing notes, inappropriate comments and gestures, disruptive outbursts and rudeness, inappropriate computer use, and use of cell phones. If you behave in a way that does disrupt the class (students or instructor), you will be given one (1) verbal warning. If there is a repeat offense, you will be asked to leave the class. If you do not leave willingly, security will be called. You will be required to meet with a counselor before you are allowed to return to the class. If inappropriate behavior continues, further disciplinary action will be effected through appropriate procedures of Pellissippi State.

C. Accommodations for Disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or in my office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 125, 127 or 131, or Alexander 105 or by phone: 694-6751(Voice/TDY), 539-7153, 539-7091 or 539-7249.

D. Other Policies

Withdrawal:
Students placed and enrolled in a DSP course are not permitted to withdraw except for serious circumstances. Students wishing to withdraw should discuss this matter first with their instructor and then must confer with a student development counselor. The counselor will notify the student of the decision to allow him/her to withdraw.