PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

BASIC LANGUAGE ARTS
DSPW 0725

Class Hours: 6.0             Credit Hours: 6.0
Laboratory Hours: 0.0        Revised: Spring 09

Catalog Course Description:

Basic Language Arts DSPW 0725 is an integrated, constructivist approach to the acquisition of strategies and skills necessary for success in both academic courses and beyond. Attention is given to the four levels of language competence (reading, writing, listening, and speaking), to learning styles, and to interdisciplinary application of language skills. The reading process is used to develop skills in accordance with Bloom’s Taxonomy. Specific areas such as comprehension, annotation, vocabulary, retention, and rate are addressed through the use of a wide range of texts and computer enhanced instruction. Writing skills basic to all endeavors are taught. The writing process is used to develop topics, organize ideas, revise and proofread student writing assignments derived from the assigned course readings. Standard English is reinforced through authentic exercises and online instruction.

Entry Level Standards:

ACT subset score of 11 and below in reading

Prerequisites:

None

Textbook(s) and Other Course Materials:


I. Modules/Weeks:

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<th>Module</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>Course Basics and the Processes of Reading and Writing – Getting Started</td>
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<tr>
<td>2</td>
<td>Me – Who Am I? What Are My Goals and Values?</td>
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<td>3</td>
<td>Myself-Who Do I Want to Be? Education and Self Improvement</td>
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<td>4</td>
<td>Who Am I With Others? “Human Groups and Society”</td>
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<td>5</td>
<td>Literary Analysis – Short Stories</td>
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II. Course Objectives*:
A. Acquisition of 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. Improvement in post-test results when compared to pre-test results. I, II, III, IV, V, VII

C. Similar or better success rate in college-level classes than students who not enrolled in the R/D reading program I, II, III, IV, V, VII

D. Use standard English spellings in written composition at the paragraph level. I

E. Use standard mechanical conventions in written composition at the paragraph level. I

F. Use standard grammatical conventions in written composition at the paragraph level. I

G. Proofread carefully and accurately. I

H. Employ formats used in written correspondence. I, VII

I. Write paragraphs correctly and effectively. I

J. Demonstrate effective oral communication skills in both formal and informal situations. I

*Roman numerals after course objectives reference TBR’s general 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. Read assigned paragraphs and participate in class discussion. Communication Outcome, Humanities and/or Fine Arts Outcome, Social/Behavioral Sciences Outcome, Active Learning Strategy

7. Write organized analytical and expository paragraphs. Communication Outcome, Humanities and/or Fine Arts Outcome, Social/Behavioral Sciences Outcome, Active Learning Strategy

8. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. Communication
9. Develop skills in recognizing the rules of English grammar and punctuation and applying them in both oral and written work. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

10. Use mathematical skills to track progress in the course. *Communication Outcome, Mathematics Outcome, Transitional Strategy, Active Learning Strategy*

11. 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 a professional manner while in class. *Communication Outcome, Social/Behavioral Sciences Outcome, Transitional Strategy, Active Learning Strategy*

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting course work 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. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. A B C

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. A

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). A B C

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. A D E F

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. A B C D E F G

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. A B C D E F G H

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. A D E F G H I J
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. ABC

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. A

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum. A

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. A

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). A

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

V. Evaluation:

A. Testing 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.

   Assignments:
   - 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. Laboratory Expectations:

   N/A

C. Field Work:

   N/A

D. Other Evaluation Methods:

   N/A

E. Grading Scale:

   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 DSPW 0725. 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.

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 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

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 the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may contact by going to Goins 127 or 131 or by phone 694-6751 (Voice/TTY) or 539-7153.

D. Other Policies:

Tardiness:
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 is 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.

Classroom Behavior:
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 IPod use. **Ringing cell phones will not be tolerated.** You may not have your cell phone on your desk while in this class. Do not answer a call during class time. If you must be “on call” for an impending emergency, tell me before class, set your phone to vibrate, and do not answer it until you are in the hall. 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.