Class Hours: 2.0
Credit Hours: 3.0
Laboratory Hours: 3.0
Revised: Spring 08

Catalog Course Description:
This reading course is designed for non-native speakers of English. It includes a wide range of reading experiences with related discussion and analysis in order to help students internalize American English usage. It includes instruction in reading and thinking skills to help students apply efficient strategies to English.

Entry Level Standards:
Students should enroll in ESL Reading based on a TOEFL Score of 131 or a passing score on the Michigan Test or ACT placement scores, and a writing sample. The student’s placement is determined by the ASSET score.

Prerequisites:
None

Textbook(s) and Other Course Materials:
Hyde, Catherine. *Pay it Forward*

I. Week/Unit/Topic Basis:

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<tr>
<th>Week</th>
<th>Topic</th>
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<td>1</td>
<td>Introduction</td>
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<td>Main Ideas</td>
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<td>Reading Fiction</td>
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<td>Exposition</td>
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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. Demonstrate knowledge of various methods of building a general vocabulary and technical vocabulary to a field of study. *Communication Outcome, Active Learning Strategy*

2. Demonstrate familiarity with common rhetorical forms and functions. *Communication Outcome, Active Learning Strategy, Transitional Strategy*

3. Demonstrate ability to vary reading speed and method according to the material and purpose. *Communication Outcome, Active Learning Strategy, Transitional Strategy*

4. Demonstrate the ability to recognize the different purposes of and methods of writing by interpreting a writer’s point of view and tone and by interpreting a writer’s meaning inferentially as well as literally. *Fine Arts Outcome, History Outcome Communication Outcome, Active Learning Strategy, Transitional Strategy*

5. Demonstrate an awareness that all modalities of language (reading, writing, speaking, and listening) are inextricably woven and the development of one cause a more rapid improvement in the others. Successful communication involves all modalities. *Communication Outcome, Active Learning Strategy, Transitional Strategy*

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

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

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. 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 ESLR 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.

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 are considered tardies. Three tardies count as one absence. Each student is responsible for keeping up with his or her attendance and tardies. Do not ask sporadic reports.

B. Academic Dishonesty: See PSTCC Website for details.

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. 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.
- Any of the above occurring within the Web or distance-learning environment.

Classroom Behavior: See PSTCC Website for details.

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 a student behaves in a way that does disrupt the class (students or instructor), the student will be given one (1) verbal warning. If there is a repeat offense, the student will be asked to leave the class. If the student
does not leave willingly, security will be called. A disruptive student will be required to meet with a counselor before he or she is 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:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should 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 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 127 or by phone 539-7153. More information is available www.pstcc.edu/departments/swd/.

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.