PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

ESSENTIAL READING
READ 0800

Class Hours: 4.0   Credit Hours: 0

Laboratory Hours: 2.0   Revised: Fall 2012

Catalog Course Description:

Designed for under-prepared students, the developmental reading course presents effective comprehension techniques for college-level selections. The course emphasizes (a) vocabulary development activities, (b) cognitive and metacognitive strategies for comprehension, (c) reasoning and analysis for critical comprehension, (d) effective reading/study strategies for retention and recall, and (e) flexible reading rate.

Entry Level Standards:

Scores earned on the placement test and verified by scores earned on a secondary diagnostic test will be used to determine placement in the class.

Prerequisite(s):

Placement Test

Corequisite(s):

READ 0801, 0802, 0803, 0804, 0805

Textbook(s) and Other Course Materials:

 Required:
Common novel for the class from the list below: see instructor for selection
Mercury Reader: A Custom Publication. New York: Pearson, 2009.
PLATO Student Guide

Choose **ONE** of the following books:

Albom, Mitch. *Tuesdays with Morrie.* New York: Doubleday, 1997.
Bass, William, and Jon Jefferson. *Death's Acre: Inside the Legendary Forensic Lab the Body Farm Where the Dead Do Tell Tales*. New York: Berkley Trade, 2004.
Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier.* New York: Sarah Crichton Books, 2007.
Biton-Jackson, Livia. *I've Lived a Thousand Years: Growing Up in the Holocaust.* New York: Simon Pulse, 1999.
Carson, Ben, and Cecil Murphy. *Gifted Hands: The Ben Carson Story.* New York*:* Zondervan, 1996.
Draper, Sharon. *Tears of a Tiger.* New York: Simon and Schuster, 1994.
Farmer, Nancy. *The House of the Scorpion.* New York: Antheneum Books, 2004.
Gaines, Ernest. *A Lesson before Dying*. New York: Vintage Books, 1993.

Gibbons, Kaye. *Ellen Foster.* New York: Vintage Books, 1990.

Haddon, Mark. *The Curious Incident of the Dog in the Night-time.* New York: Vintage Books, 2003.

Hillerman, Tony. *Finding Moon.* New York: HarperCollins, 1995.

Hosseini, Khaled. *The Kite Runner*. New York: Riverhead Books, 2003.

Jones, Lloyd. *Mister Pip.* New York: The Dial Press, 2006.

Kingsolver, Barbara. *The Bean Trees*. New York: Harpertorch, 1988.

Krakauer, Jon. *Into the Wild*. New York: Anchor Books, 1996.

Mortenson, Greg, and David Oliver Relin. *Three Cups of Tea: One Man's Mission to Promote Peace. . .One School at a Time.* New York: Penguin Books, 2006.

McBride, James. *The Color of Water*. New York: Berkley Publishing Books, 1996.

O'Brien, Tim. *The Things They Carried.* Boston: Houghton Mifflin, 1990.

Preston, Richard. *The Wild Trees: A Story of Passion and Daring.* New York: Random House, 2008.

Rash, Ron. *Chemistry and Other Stories.* New York: Picador, 2007.

Walls, Jeannette. *The Glass Castle: A Memoir.* New York: Scribner, 2005.

Warmbrunn, Erika. *Where the Pavement Ends: One Woman's Bicycle Trip Through Mongolia, China, and Viet Nam.* New York: Mountaineers Books, 2001.

Other Supplies:
Jump drive for saving computer work
Earphones for computer
Highlighter

I. Week/Unit/Topic Basis:

Week	Topic
1	Introduction; reading strategies with short stories; fluency; vocabulary
2	Reading strategies with short stories; fluency; vocabulary; textbook reading strategies
3	Reading strategies with short stories; fluency; vocabulary; textbook reading strategies
4	Reading strategies with short stories; fluency; vocabulary; textbook reading strategies
5	Reading strategies with common novel; fluency; vocabulary; textbook reading strategies
6	Reading strategies with common novel; fluency; vocabulary; textbook reading strategies
7	Reading strategies with common novel; fluency; vocabulary; textbook reading strategies
8	Reading strategies with common novel; fluency; vocabulary; textbook reading strategies
9	Reading strategies with novels; fluency; vocabulary; textbook reading strategies
10	Reading strategies with novels; fluency; vocabulary; textbook reading strategies
11	Reading strategies with novels; fluency; vocabulary; textbook reading strategies

12	Reading strategies with novels; fluency; vocabulary; textbook reading strategies
13	Reading strategies with essays, plays and poetry; fluency; vocabulary; textbook reading strategies
14	Reading strategies with essays, plays and poetry; fluency; vocabulary; textbook reading strategies
15	Final Exam Period

II. Course Goals*:

The course will

    A.   Engage students in reading a wide range of print and non-print texts as a means for personal development, to learn across the curriculum, and as a problem-solving response to demands of society and the workplace. I.1,7

    B.   Foster the ability to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Students will 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). I. 1,7

    C.   Expand the student's ability to adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. I.4,5

    D.   Engage the student in applying knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss texts. I.1,5,6,7

    E.   Build the skills to use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. I.6

    F.   Foster the ability to use spoken, written, and visual language to accomplish their own purposes. I.4,5

*Roman numerals after course objectives reference goals of the General Education Program.

III. Expected Student Learning Outcomes*:

Students will be able to:

READ 0801: Cognitive Reading Strategies on Short Fiction & Narrative Non-Fiction

    1.   Set an appropriate purpose for reading. A

    2.   Preview text using textual features and other appropriate resources. B

    3.   Recognize inadequate background knowledge and know how to build it up. B

    4.   Make text connections: text-to-self, text-to-world, text-to-text. B

    5.   Create visual and other sensory images to enhance comprehension. B

    6.   Summarize text. B

7. Identify important ideas and themes in a text. B, D

8. Identify literary elements in short fiction: setting, plot, character development and theme. A, D

9. Annotate to aid comprehension and recall. A, D

10. Express opinions about what they read. D

11. Demonstrate fluency in reading excerpts from short stories and narrative non-fiction. F

12. Use context to understand literal and figurative language. B

13. Identify unfamiliar words and use effective and efficient strategies for learning new words. B

READ 0802: Cognitive Reading Strategies on Extended Discourse

1. Set an appropriate purpose for reading. A

2. Preview novel using textual features and other appropriate resources. B

3. Recognize inadequate background knowledge and know how to build it up. B

4. Make text connections: text-to-self, text-to-world, text-to-text. B

5. Create visual and other sensory images to enhance comprehension. B

6. Summarize text. B

7. Identify important ideas and themes in a text. B, D

8. Identify literary elements in fiction: setting, plot, character development and theme. A, D

9. Annotate to aid comprehension and recall. A, D

10. Express opinions about what they read. D

11. Demonstrate fluency in reading excerpts from novels. F

12. Use context to understand literal and figurative language. B

13. Identify unfamiliar words and use effective and efficient strategies for learning new words. B

READ 0803: Literary Analysis

1. Apply cognitive reading strategies independently. B

2. Identify, analyze, and discuss literary elements in longer fiction: setting, plot, character development, and theme. D

3. Demonstrate analyze, synthesize, and evaluate text by completing a novel project. C, E

4. Take notes to aid recall and comprehension of literary elements. A, D

5. Identify cultural context of self-selected text. A

6. Analyze impact of cultural context on author's message. A, D

7. Demonstrate fluency in reading excerpts from novels. F

8. Use context to understand literal and figurative language. B

9. Identify unfamiliar words and use effective and efficient strategies for learning new words. B

READ 0804: Reading Strategies: Essays/Plays/Poetry

1. Identify and infer main ideas or purpose in essays, plays and/or poems. B, D

2. Locate and summarize important ideas and details in essays, plays and/or poems. B

3. Identify organizational relationships: sequence, cause-effect, comparison and contrast in essays, plays and/or poems. A, B

4. Draw generalizations and conclusions, distinguish fact from opinion, evaluate assertion and evidence in essays, plays, and/or poems. B

5. Demonstrate fluency in reading excerpts from essays, plays and/or poems. F

6. Use context to understand literal and figurative language. B

7. Identify unfamiliar words and use effective and efficient strategies for learning new words. B

READ 0805: Textbook Reading Strategies

1. Employ a study method that includes steps such as previewing, marking or annotation, questioning, and reviewing text. A, B, D

2. Use a textbook's features such as table of content, preface, introduction, titles, subtitles, index, glossary, appendix, and bibliography to acquire information efficiently. A, B, D

3. Use information from visual aids such as maps, charts, graphs, time lines, tables, and diagrams in understanding text. A, B, D

4. Create effective study guides (maps, outlines, summaries, time lines, graphic organizers, etc.) that incorporate understanding of texts' main ideas, supporting details, and organizational patterns. A, B, D, E

5. Demonstrate fluency in reading excerpts from textbooks. F

6. Use context to understand literal and figurative language. B

7. Identify unfamiliar words and use effective and efficient strategies for learning new words. B

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Evaluation Procedures:

Students must earn 80% of the possible points in each course and have at least 75%

attendance in order to earn a passing grade in the course: A, B, or C.

All assignments should be submitted on the dates announced by the instructor. Points are awarded based on quality, accuracy, neatness, and punctuality. Late assignments will be penalized.

No extra credit assignments will be issued in this course.

B. Laboratory Expectations:

Students will work in the Learning Support Center for 2 hours each week outside of regular class time.

C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale:

A = 94 - 100
B = 87 – 93
C = 80 – 86
F = below 80

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

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.

Academic Dishonesty will not be tolerated. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or a zero for the assignment or (2) an F for the course.

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, privately after class or in her or his 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, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at http://www.pstcc.edu/sswd/.

D. Other Policies:

Cell Phones: Cellular telephones and other devices with photographic imaging capabilities must be turned off and cannot be visible during any Pellissippi State instructional or testing activity. Students who violate this policy during an instructional activity will be asked to leave the classroom or other instructional area; a violation of the policy during a test or other evaluation activity will be considered cheating and the student will be given a zero for that activity or an F for the module.

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