PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS
LEARNING SUPPORT READING A
READ 0800

Class Hours: 2.0                  Credit Hours: 3.0
Laboratory Hours: 2.0

Revised: Fall 2013

Catalog Course Description:

Designed for under-prepared students, the Reading A course emphasizes vocabulary development, cognitive and metacognitive strategies for comprehension, and reasoning and analysis for critical comprehension. Successful completion of READ 0800 satisfies the requirement for Learning Support Reading Competency Level One.

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.

Prerequisites:

Placement Test score of 1-129

Textbook(s) and Other Course Materials:

Required:
Common novel for the class from the list below: see instructor for selection

Choose ONE of the following books:


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

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction; reading strategies with short stories; fluency</td>
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<tr>
<td>2</td>
<td>Reading strategies with short stories; fluency</td>
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<tr>
<td>3</td>
<td>Reading strategies with short stories; fluency</td>
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<td>4</td>
<td>Reading strategies with short stories; fluency</td>
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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 TBRs general education goals.

III. Expected Student Learning Outcomes*:

Students will be able to:

READ 0801: Cognitive Reading Strategies for Short Fiction & Narrative Non-Fiction
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
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 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 for Novels
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
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 for Novels, Biographies, and Autobiographies

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

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

IV. Evaluation:

A. Testing Procedures:

Students must earn 80% of the possible points in each module and have at least an 80% Course Requirements Grade (attendance in class and Learning Commons, preparation, & participation) in order to earn a passing grade in the course: A, B, or C. Course assignments count 75% of the module grade, and Course Requirements Grade counts 25% of the module grade.

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 Commons to complete class assignments for 2 hours each week outside of regular class time. Attendance in the Learning Commons will be monitored using a scan system. Points will be awarded for attendance and will be factored into the course grade as part of the Course Requirement Grade.

C. Field Work:

N/A

D. Other Evaluation Methods:

The grade for each module will be determined by points earned on class assignments and the Course Requirements Grade. Classroom attendance, classroom participation, classroom preparation, and Learning Commons Attendance determine a student’s Course Requirements Grade.
The grades for each module will be averaged to determine the final course grade.

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 Academic Affairs, 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.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that 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 sending email to disabilityservices@pstcc.edu, or visiting Goins 127, 132, 134, 135, 131. 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 instructor and then must confer with a counselor. The counselor will notify the student of the decision to allow him or her to withdraw.