PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS  
ACADEMIC & PERSONAL READING  
READ 0900

Class Hours: 3.0  
Credit Hours: 3.0

Laboratory Hours: .0  
Revised: Fall 2015

Catalog Course Description:

Designed for under-prepared students, the 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. These skills and strategies are applied to a common novel and a self-selected novel, as well as to essays, poetry and textbook materials.

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.

- READ 0900 Academic and Personal Reading: ACT score below 19 OR COMPASS score below 83 AND a score of 174 or less on the Placement Test.

Corequisites:

COLL 1500

Textbook(s) and Other Course Materials:

Required:
Common novel for the class from a list provided by the instructor.
One self-selected book from a list provided by the instructor.

Other Supplies:
Jump drive for saving computer work
Earphones for computer
Highlighter
Post-it Notes in multiple colors

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; Metacognitive Awareness of Reading Strategies (MARS); Self-assessment of 25 Good Reader Strategies; Classroom Embedded Reading Assessment (CERA)</td>
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<tr>
<td>2</td>
<td>Capturing the reading process; introduction of Think Aloud strategy; Introduction of Talk to the Text strategy; double entry journals; current events reading; vocabulary</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:

1. Apply cognitive reading strategies independently. B
2. Set an appropriate purpose for reading. A
3. Preview using textual features and other appropriate resources. B
4. Recognize inadequate background knowledge and know how to build it up. B
5. Make text connections: text-to-self, text-to-world, text-to-text. B
6. Create visual and other sensory images to enhance comprehension. B
7. Identify important ideas and themes in a text. B, D
8. Annotate to aid comprehension and recall. A, D
9. Express opinions about what they read. D
10. Demonstrate fluency in reading excerpts from texts. F
11. Use context to understand literal and figurative language. B
12. Identify unfamiliar words and use effective and efficient strategies for learning new words. B
13. Employ a study method that includes steps such as previewing, marking or annotation, questioning, and reviewing text. A, B, D
14. 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
15. Use information from visual aids such as maps, charts, graphs, time lines, tables, and diagrams in understanding text. A, B, D

16. 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

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

18. Identify and infer main ideas or purpose in text. B, D

19. Summarize important ideas and details in text. B

20. Identify organizational relationships: sequence, cause-effect, comparison and contrast in text. A, B

21. Draw generalizations and conclusions, distinguish fact from opinion, evaluate assertion and evidence in text. B

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

IV. Evaluation:

A. Testing Procedures:

Students will complete a number of individual and group reading and writing assignments in the course. Assignments and point values are determined and explained by the instructor and dated on a Schedule of Instruction provided by the instructor. 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.

B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale:

A = 93-100
B = 82-92
C = 72-81
F = below 72

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 Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. 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 with their instructor who will sign a withdrawal form if she/he finds reasonable cause.