

MARTIN COMMUNITY COLLEGE  
COURSE SYLLABUS  
Spring 2011

<b>COURSE NUMBER:</b>	RED 080 LC1	<b>INSTRUCTOR:</b>	MARSHA M. ROGERS
<b>COURSE TITLE:</b>	INTRODUCTION TO COLLEGE READING	<b>OFFICE NUMBER:</b>	BUILDING 4, OFFICE 8B
<b>CREDIT HRS/WK:</b>	4	<b>OFFICE HOURS:</b>	M-W 12:00-3:00: F 8:00-9:00
<b>CONTACT HRS/WK:</b>	5 (4 class, 1 lab)	<b>PHONE NO:</b>	(252) 789-0307
<b>PREREQUISITES:</b>	RED 070 or ENG 075 or appropriate score on placement test.	<b>FAX:</b>	(252)-792-0826
<b>COREQUISITES:</b>	NONE	<b>E-MAIL:</b>	mrogers@martincc.edu

**COURSE DESCRIPTION:**

This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.*

**PROGRAM LEARNING OUTCOMES:**

At the completion of this program, students should be able to:

1. Apply critical thinking skills to problem-solving.
2. Demonstrate use of discipline-related technology.
3. Demonstrate entry level skills needed for first college-level course in curriculum.

**COURSE LEARNING OUTCOMES:**

At the completion of this course, students should be able to:

1. Identify the stated and implied main ideas in written material as well as supporting details.
2. Use transitional words to signal basic patterns of organization.
3. Identify meanings of words from context clues, word attack strategies, and/or dictionary usage.

**REQUIRED TEXTBOOKS ( TO BE PURCHASED BY THE STUDENT):**

- **Langan, John. (2002).** *Ten steps to improving college reading skills.* (5th ed.). West Berlin, New Jersey: Townsend Press.
- **Nist and Mohr. (2002).** *Improving vocabulary skills.* (3<sup>rd</sup> ed.). West Berlin, New Jersey: Townsend Press.
- **Letts, Billie. (1995).** *Where the heart Is.* (1<sup>st</sup> ed.). New York: Warner Books.

**SUPPLEMENTAL RESOURCES (SUPPLIES/ SOFTWARE)**

TO BE PURCHASED BY THE STUDENT:

- Dictionary. (2002). *The american heritage college dictionary.* (4<sup>th</sup> ed.). New York: Dell Publishing.
- College-ruled notebook paper, 3 ring binder and subject dividers with tabs for Portfolio
- Set of note cards 3 ½ x 5
- Four scantron sheets (50 items each).
- One clear folder

**PROVIDED BY THE INSTRUCTOR:**

- **Software (2002).** *Ten steps to improving college reading.* West Berlin, New Jersey: Townsend Press.
- **Weis, Claire. (1998).** *Get set for reading.* (1<sup>st</sup> ed.). Elizabethtown, Pennsylvania: Continental Press.
- **Bibliography List: (Available at the MCC Library)**
- **Thesaurus. (2006).** *Roget's II the new thesaurus.* (3<sup>rd</sup> ed.). New York: Houghton Mifflin Company.

**LEARNING/ TEACHING METHODS:**

In the course of student instruction, lectures, class discussions, outside reading assignments, written evaluations, assigned writings and various collaborative assignments will be utilized to achieve both the program and course learning objectives.

**ASSESSMENTS/ METHODS:**

The following methods will be used to evaluate student learning

1. **Chapter Exams-** there will be a minimum of eight chapter exams. Chapter exams represent 30% of the student's overall grade.
2. **Midterm-** a Midterm will be given to students on or about the tenth week of classes. The Midterm will count 10% of the student's overall grade.
3. **Final-** a comprehensive Final examination will be given on or about the last week of class. The exam will include questions from workbook chapters, assigned readings, novels, and from other relevant material covered in class. The Final will represent 10% of the student's overall grade.
4. **Portfolio-** the Portfolio is a collection of the student's work over the semester. It is designed to provide the student with a review of materials covered during the semester. It is also designed to demonstrate how a student has progressed during the semester. The Portfolio is composed of five sections, Classwork, Homework, Reading Summaries, Computer Assignments, and Internet Reading Lessons. The Portfolio is graded on presentation and completeness. It is worth 10% of the student's overall grade.
5. **Classwork-** a minimum of twenty class work assignments will be given during the semester. Classwork assignments may include, but are not limited too, brief writing prompts, comprehension exercises, computer activities, quizzes and selected internet activities. These assignments are to be placed in the Classwork section of the Portfolio. Classwork is worth 10% of the student's overall grade.
6. **Homework/ Outside Reading Assignments -** a minimum of twenty homework assignments will be given. Homework may include, but is not limited to, assigned readings, writing prompts, selected internet activities, and computer activities. Homework/ Outside Reading Assignments are worth 10% of the student's overall grade.
7. **Workbook-** a minimum of thirty chapters will be completed in the workbook. Sections associated with these chapters will be assigned for completion. The workbook is worth 10% of the students overall grade.
8. **Ten Steps Software Program-** Students will work with the Ten Step Software on Thursdays during the semester. The software is designed to improve student reading and comprehension. Ten Step Software Activities and Participation is worth 10% of the student's overall grade.
9. **Diagnostic Prescriptive Reading Assessment (Short Version) ( DPRA)-** The short version DPRA is a standardized examination for accessing student reading ability. The DPRA will be given to students at the beginning and end of each semester. The DPRA will determine whether a student has successfully mastered the necessary skills to successfully proceed to the next level of instruction, grades notwithstanding. The level of mastery deemed necessary for a student to proceed is a score of 78% or higher on the DPRA. The DPRA does not figure into the alphabetical grade a student receives.

Breakdown	
Chapter Exams	30%
Midterm	10%
Final	10%
Portfolio	10%
Classwork	10%
Homework/ Outside Reading Assignments	10%
Ten Step Software	10%
Workbook	10%
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Total	100%

**Grading:**

Grades will be based on performance on skills tests covering textbook chapters as well as a midterm and a comprehensive final exam. Grades will also be earned on assignments in the Academic Skills Center and on homework/classwork. All homework/classwork assignments must be completed personally by each student before class. Grades will be assigned according to the following scale:

93 – 100	A
85 – 92	B
77 – 84	C
76 and below	F
Incomplete	I

**\*Students must receive at least a C to pass the class.**

**\*Students who do not meet the attendance policy will receive a grade of “WF”, see attendance policy.**

**COURSE OUTLINE:***Week One:*

Course Introduction  
 Placement Score Evaluation  
 Diagnostic Test – Descriptive Test – Short Version  
 Portfolio Setup  
 Workbook Chapter One  
Ten Steps to College Reading Text (TS) – “How To Become A Better Reader”  
 Reading For Pleasure and Power pages 3 - 17  
 Quick Study Tips  
 Introduction to Computer Lab and Reading Software – “Ten Steps”  
 Introduce Novel – Where The Heart Is (WTHI) by Billie Letts  
 Read pps. 1 – 26 (WTHI)  
 Text Assignment (TS) Read pps. 21 – 52  
 Main Ideas  
 Vocabulary In Context  
 Night Watch pages 41 - 44  
 Workbook Chapters Two and Three  
 Exam One

*Week Two:*

Computer Lab – Ten Steps Software Program  
 Portfolio Setup Continued  
 Workbook Chapter Four  
Ten Steps Text (TS) Read pages 53 – 78  
 Here’s To Your Health – By Joan Dunayer pages 85 -90 (TS)  
 Using The Dictionary (Tips)  
 Study Skills (Tips)  
 SQ3R Reading Method  
 (WTHI) Read pages 26 - 58  
 Workbook Chapters Five, Six and Seven  
 Child-Rearing Styles by Diane E. Papalia and Sally Wendkos Olds pages 125 - 128  
 Mastery Tests pages 129 - 140 (TS)  
 Introduce Context Clues  
 (WTHI) Read pages 59 - 79  
 Exam Two

*Week Three:*

Computer Lab – Ten Steps To College Reading Software Program (4 Items)  
Workbook Chapters Eight and Nine  
Text Assignment (TS) Read pages 91 – 102 Main Ideas  
Supporting Details  
Implied Main Ideas and the Central Point  
(WTHI) Read pages 80 – 109  
Exam Three  
Workbook Chapters Ten and Eleven  
Text Assignment Ten Steps to College Reading pages 103 - 123  
(TS) Text – Rowing The Bus by Paul Logan pages 161 - 168  
Mastery Tests pages 169 - 180  
(WTHI) Read pps. 110 – 143  
The Importance of Reading – Make It Personal (Provided By Instructor)  
Relationships pages 181 – 203  
Wonder In The Air pages 203 - 208

*Week Four:*

Computer Lab  
Text Assignment Ten Steps to College Reading pages 209 – 220 Relationships I  
Relationships in Reading pages 221 – 246 Relationships II  
Students In Shock by John Kellmayer pages 247 - 252  
Mastery Tests  
Workbook Chapters Twelve, Thirteen and Fourteen  
Evaluation of Portfolio and Portfolio Presentation  
(WTHI) pages 144-176  
Exam Four  
Workbook Chapters Fifteen, Sixteen, and Seventeen  
Text Assignment (TS) pages 141 – 160 Implied Main Ideas  
I Became Her Target by Roger Wilkins  
Preparation for Midterm Examination  
(WTHI) pages 177 – 191

*Week Five:*

Computer Lab – Ten Steps  
Relationships II  
Fact and Opinion (continued)  
Inferences pages 273 – 298  
New Respect for the Nap, A Pause That Refreshes by Jane E. Brody  
Mastery Tests Preparation  
Preparation for Midterm Examination  
(WTHI) pages 192-214  
Diagnostic Evaluation  
Workbook Chapters Twenty and Twenty One  
Lab Assignment / Software Program – Ten Steps (Langan)  
(WTHI) pages 215-245  
Midterm Examination (10%) (Examination Five)  
Inferential Reading  
Reading: Gender Inequality in Health Care and in the Workplace by Henslin pages 299 – 306

*Week Six:*

Computer Lab  
Introduction to Research Project - Reading About Authors - (Biography)  
Workbook Chapters Twenty-two and Twenty-three  
(WTHI) pages 246 – 269  
Comprehension Questions  
Purpose and Tone pages 319 – 342  
The Scholarship Jacket by Marta Salinas pages 343 - 362  
Vocabulary Enhancement  
Purpose and Tone Introduction (TS)  
Individual Student Conferences  
Biographical Sketches of Classic Authors (Selection must come from handout)  
Workbook Chapters Twenty-four and Twenty-five  
Discussion (WTHI) pages 270 – 300  
Exam Six  
Argument pages 363 – 381  
In Praise of the “F” Word by Mary Sherry pages 381 - 386  
Text Assignment (TS) Read “The Yellow Ribbon” by Pete Hamill pages 445 - 452  
Mastery Tests (continued)

*Week Seven:*

Computer Lab – Ten Steps Software Program  
Text Assignment – (TS) Critical Reading pages 399 – 423  
Gambling – A Dangerous Game by Jon Volkmer pages 423 - 430  
Workbook Assignment Chapter Twenty-Six  
Reading Project Continued  
Portfolio Evaluation  
Student Conferences With Instructor  
Mastery Tests pages 431 – 442  
The Certainty of Fear pages 453 - 462  
(WTHI) pages 300 – 313  
Exam Seven  
Text Assignment – Read Shame by Dick Gregory pages 463 - 471 (TS)  
Workbook Chapter Twenty-Seven  
(WTHI) pages 313 – 320

*Week Eight:*

Computer Lab  
Workbook Chapter Twenty-Eight  
Text Assignment (TS) Read “The Bystander Effect” by Dorothy Barkin pages 472 - 482  
Purpose and Tone (TS)  
Mastery Tests  
Exam Eight  
(WTHI) pages 321 – 340  
Portfolio – Vocabulary Words for RED 080 – 300 Words in Total!  
Workbook Chapter Twenty-Nine  
The Real Story of Flight 93 by Karen Breslau and Eleanor Clift pages 483 - 493  
Text Assignment (TS) Propaganda  
(WTHI) pages 341 – 358  
Workbook Chapter Thirty Due (10%) (All Five Units Due)  
Coping With Nervousness by Rudolph Verderber pages 494 - 503  
Compliance Techniques: Getting People To Say Yes by Taylor and Sears pages 504 - 514  
Lizzie Borden by James Kirby Martin and others pages 515 - 524

Preparation for Final Exam on novel, Where The Heart Is (WTHI)  
More About Argument: Errors in Reasoning (TS)  
The Power Within pages 533 - 548  
Collect Portfolios (10%)  
Collect Workbooks (Workbooks are Collected by the Reading Department) (10%)  
Comprehensive Final Exam (Exam Date Will be Announced by Instructor) (10%)

## **STUDENT ATTENDANCE POLICY:**

### **Attendance Policy:**

The MCC Attendance Policy applies. Instructors may have additional attendance requirements. \*(See additional information). Students should attend all classes. This course policy allows students to miss a maximum of 15% of the course; however, successful students are those who rarely miss class. Also, students who miss more than six contiguous hours of instruction are in violation of the attendance policy and may be administratively withdrawn. Tardies may also count towards total absences. Three tardy marks count as one absence. Even though a student is late, he/she should attend to benefit from instruction. Special situations should be brought to the instructor's attention. Attendance will be More than 12 hours of absences results in an "WF" for the course. Tests can be made up only when a legitimate absence can be verified by a doctor's note, a court document, etc. Such verification for an absence is not needed for the instructor unless the student misses a test, but it should be obtained and kept by the student in the event of an appeal of the "WF" for absenteeism at the end of the term. When a student misses more than fifteen percent of the course he/she will receive a letter advising that unless he/she appeals within 5 days, this student will receive a grade of "WF." If the student does not appeal the absences, or if his/her appeal is denied by the Instructor, the "WF" will be changed on the student's record to an "F". This action will be initiated by the instructor. The "WF" counts as an "F" in calculating GPA.

## **REQUEST FOR RELIGIOUS OBSERVANCE**

**In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a minimum of two excused absences per academic year for religious observances required by the student's faith. The policy limits the excused absences to a maximum of two days per academic year.**

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a request form to the instructor (s) prior to the census date of each class. The **Request for Excused Absences for Religious Observances** form can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

## **COURSE POLICIES:**

### **Class Times**

Class will meet Mon/Tues/Wed/Thurs/Friday. Each assignment due date will be specified by the instructor and late work will not be accepted. Each student is responsible for getting his/her own MCC email address.

### **Assignment Due Dates:**

All assignments are due at the beginning of a class period.

### **Make-up Policy:**

When you miss a class or classes, you are responsible for the work you miss. Assignments can be made up the following day; however, unless there is proper documentation for an excused absence, 20 points will be penalized each day the assignment is late. Therefore, you must make arrangements with the instructor to make up work as quickly as possible. Exams can be made up within three days with a legitimate note.

### **Cellular Phones**

Cell phones are not allowed in the classroom.

### **Academic Skills Center (ASC)**

Your chances for succeeding will be greatly enhanced by going to the Academic Skills Center (ASC) at least once/week. A student may receive assignments tailored to his/her individual needs in Reading Comprehension and Vocabulary Enhancement.

**Academic Integrity Statement**

The President or any other authorized college official may dismiss, suspend, or expel any student who disrupts the legal mission, educational processes or function of the college, ( see Student Governance and Conduct Code). Deliberately cheating or knowingly and intentionally engaging in acts of plagiarism is a violation of the Student Governance and Conduct Code ( see Student Governance and Conduct page 47). Cheating will result in a failing grade for the course and possible expulsion.

**Open Door Policy**

Martin Community College is an equal opportunity institution and maintains an “open door policy” for eligible applicants and serves all students regardless of race, color, creed, sex, age, handicap, religion, or national origin.

**Contact Person**

If you cannot reach your instructor, you may contact Dr. Phyllis Broughton, Dean of Academic Affairs and Student Services at (252) 789-0246 or (252) 789-0247 by phone, [pbroughton@martincc.edu](mailto:pbroughton@martincc.edu) by e-mail, or in person at her office in Building 2, Room 33.

**MCC Catalog**

To access the Martin Community College Career Catalog for policies and curriculum requirements, please go online to [www.martincc.edu](http://www.martincc.edu).

**Disability Statement**

Martin Community College Supports the Americans with Disabilities Act and is sensitive to the needs of applicants with documented disabilities. If you have a need for a disability-related accommodation, please notify the Student Services Counselor at (252) 789-0293.