

**DELTA COLLEGE
WINTER 2010
ENGLISH 098-WN620
PREPARATION FOR COLLEGE READING AND WRITING
Learning Community with MTH 096-WN260 & LWA 101W-WN620**

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**Class on Tues. & Thurs. 1-2:55 PM
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Office Hours		
Monday 12-1 PM	Tuesday 11-1 PM	Thursday 11-1 PM

WELCOME TO ENGLISH 098!

I am looking forward to our semester together and would like to extend an invitation to you to stop by my office and say hello in the next week or two. This would help me learn your name faster and also get to know you a bit better as we begin working together in the next fifteen weeks. I would urge you to let me know if there are any obstacles outside of class that may impede your progress in this course. However, I will need to know about any problems or difficulties immediately, so we can develop a manageable solution together - before the problem becomes insurmountable. My responsibility as your instructor is to create a valuable class with relevant assignments and meaningful learning, to be available to assist you when asked, and to work cooperatively together so you will be successful in this class. Please feel free to contact me or stop by during office hours any time during the semester if you have any questions about an assignment or concerns about the class.

COURSE DESCRIPTION

(From the Delta College Online Catalogue)

Prerequisite: READING LEVEL 2 and WRITING LEVEL 2. Provides those who are not yet prepared for academic work in the regular composition sequence (ENG 111A, ENG 111, ENG 112) with opportunity to improve their reading and writing skills in an interactive and collaborative setting. Practices intensively active reading strategies needed to understand, interpret, and apply ideas and information from reading. Includes practice with personal and academic writing. This course does not earn credit for graduation.

OUTCOMES AND OBJECTIVES

(From the Delta College English Division home page)

Upon successful completion of this course, the student will be able to:

Outcome 1: Use reading processes that are necessary for active, purposeful reading of a variety of pre-college texts.

Objectives:

- A. Use specific strategies before, during, and after reading, including previewing, predicting, accessing prior knowledge, questioning, and summarizing.
- B. Retain general information from a piece of reading and apply this information on an objective quiz/test.
- C. Make personal connections to the ideas in a piece of reading, both orally and in writing.
- D. Check comprehension by identifying topic, thesis/focus, and supporting details and locating explicit information in a passage that answers "who, what, when, where, why, and how."
- E. Draw inferences from both fictional/creative and nonfictional reading.
- F. Practice study strategies, including basic annotation of text (main idea, vocabulary, margin notes), and sequential summarizing.

Outcome 2: Access, analyze, and use information in a research-based assignment.

Objectives:

- A. Use reference sources such as a dictionary, encyclopedia, specialized reference book, or online source to gain background knowledge and clarification of readings.
- B. Record information from reference sources selectively.
- C. Present information in a manner appropriate to the assignment.
- D. Choose appropriate reading materials to gain meaning and satisfaction from text.

Outcome 3: Use various techniques for learning new vocabulary while reading.

Objectives:

- A. Derive clues to word meanings from context and word parts, as appropriate.
- B. Practice word analysis skills with syllables, prefixes, suffixes, and roots.
- C. Apply memory strategies, including pronunciation and spelling, in learning new vocabulary.

Outcome 4: Write independently for both personal and academic purposes.

Objectives:

- A. Produce drafts of an essay and show independence with revision.
- B. Make logical comments on a peer's paper.
- C. Find areas that could be confusing in a piece of one's own writing.
- D. Produce at least two edited, properly formatted essays of more than one page.
- E. Demonstrate increasing independence and consistency with the writing outcomes of ENG 090.

REQUIRED TEXTS

Olsen, Amy. *Interactive Vocabulary*, 4th ed.

McWhorter, Kathleen. *Essential Reading Skills*. 3rd ed.

American Heritage Dictionary or another college dictionary is strongly recommended.

REQUIRED MATERIALS

Three pocket folders (1 for Reading, 1 for Vocabulary, and 1 for Writing)

Two or more highlighters of different colors

One pack of 5x7 index cards

One 3-ring notebook or spiral notebook

Stapler

Paper – either notebook paper or tear out spiral notebook paper.

Pen and pencil

Thumb drive or other storage device.

This syllabus!

Please bring all texts and materials to class, even though we may not always use all books and materials in every class session.

ATTENDANCE

Regular attendance is critical for successfully completing this course. I take attendance at the beginning of every class session and record tardiness and early departures. Habitual tardiness and/or early departures are disrespectful to all members of our class and a disruption that impeded learning. You will be marked absent if arriving late during the second half of the class session. I may drop you from this course if you miss - for any reason - in excess of 4 out of 30 classes for this course. For this particular course this semester, that means in excess of 4 class periods. **This is an English Division policy.**

CONFERENCES

Required one-on-one conferences are scheduled during the semester to discuss any questions or concerns you may have about your grade, a paper, or a future English course recommendation. **These count the same as a class and attendance is recorded.** If you are not able to attend this appointment or be on time, please contact me immediately, so we can re-schedule – if possible. Students are strongly encouraged to meet with me during office hours any time during the semester.

PLAGIARISM

Plagiarism is a form of academic dishonesty and a serious offense in the academic world. It is misrepresenting the work of others as your own. Taking any ideas or words from any

source without proper citation is considered plagiarism. Plagiarism, whether it is deliberate or unintentional, could result in an "F" for the assignment or for final grade for the course.

COURSE POLICIES

1. **All major papers are to be typed, double-spaced, and due on the day listed in the syllabus.** If you are absent when a major paper is due, please contact me immediately that day or sooner. Please let me know **when** your paper will be turned in to me.
2. **Late papers may be accepted only with prior instructor approval** and due to extremely unusual circumstances. First, ask if I will accept your late paper. Second, if I will accept your work late, ask me **when** it must be submitted. Do not presume I will accept a paper the week after the due date.
3. **If I am notified of your absence before class,** I will accept homework on the next class and tests on the following week.
4. **All major tests, Journals, and papers must be completed in order to pass the course!** All typed papers, tests, drafts, and class work should be saved in your folders.
5. **Cell phones should be turned off while in class, and texting is not permitted in class.** If I speak with you more than one time in a class session, you will be asked to leave class.

Your FINAL GRADE will be based on:

Papers & Portfolio= **20%** Homework = **20%** Tests = **40%**

Participation: attendance, group work, peer review, and conferences = **20%**

GRADING SCALE

95-100% = A	83-86% = B	73-76% = C	63-66% = D
90-94% = A-	80-82% = B-	70-72% = C-	60-62% = D-
87-89% = B+	77-79% = C+	67-69% = D+	59% or less= F

EARLY ALERT STATEMENT

In an effort to ensure you have the supports necessary to be successful, Delta College has an Early Alert Referral Program. If I feel you could benefit from additional support outside of the classroom, I may make a referral

DISABILITIES

If you have a documented disability which affects your academic performance, and need an academic accommodation, please contact The Office of Disability Services in **D -102** or call **686-9560**. You may also speak with Mike Cooper, Disability Services Director, located in D-102 and his phone is 686-9322.

LLIC (LIBRARY LEARNING INFORMATIONAL CENTER)

Librarians may help you with research and assistance in finding library sources. The reference desk number is **686-9560**. Computers are available in the LLIC, as well as a Lab Assistant, located at the circular desk in the computer area.

TEACHING LEARNING CENTER (TLC)

The professional staff and peer tutors provide **free tutoring** in all academic areas, including reading and writing. The TLC is located in the LLIC (library).

WRITING CENTER

You are encouraged to visit the Writing Center in **A-003** for help in brainstorming, revising, proofreading, or reviewing your written work. The schedule may vary each semester, but the Writing Center is usually open from 9 AM-5 PM Monday–Friday.

SLA (Structured Learning Assistance) Leader

The SLA Leader facilitates student learning. The primary job responsibility is to be a model for students by:

- Exhibiting successful student behaviors, and
- Providing experiences that assist learning.

Leaders are trained to help students with study skills, preparation for tests, time management, methods of inquiry, and strategies for learning course content and vocabulary. **A major goal is to help students take responsibility for their own learning.** The SLA Leader conducts out-of-class workshops, which are encouraged for all students in class, but are **required for all students who fall below a C+ average.**

The SLA workshops will take place from _____ on Tuesday and Thursday in _____.

ENGLISH 098 ASSIGNMENT SCHEDULE

Interactive Vocabulary = **Vocab**

Essential Reading Skills = **ERS**

*** Note: the syllabus may change due to interests of the class or to time restraints.**

<u>WEEK</u>	<u>DATE</u>	<u>CLASS CONTENT / READING / HOMEWORK</u>
1	1-12	Introduction of instructor, class, course, texts, and syllabus. Share expectations for the course. Brainstorm positive, productive, & proactive responses to obstacles. <i>Interactive Vocabulary</i> -"To the Student" (pages xv-7). <i>Essential Reading Skills</i> -Ch 1: Reading Actively (1-3); complete Exercise 1-1 (p.3) Homework: <i>Vocab</i> - "Create Your Own Flashcards" (p. 162); Read Ch. 1: Vocabulary Growth (p.8); complete pgs. 9-11; make flash cards of words from Word List on p. 13.
	1-14	Tour of the Writing Center (A-003) Strengths Quest <i>ERS</i> -Ch 1 (pgs.4-11): Positive attitude; Previewing; Guide Questions Correct Vocabulary homework; review for Test Homework: Complete Practice Tests (pgs. 12-19) Study flash cards for Ch 1 Vocab test
2	1-19	Ch 1 Vocab Test Correct Practice Tests 1-1, 1-2, 1-3 (pgs.12-19) Strengths Quest Homework: <i>Vocab</i> – Ch 2; Word List on p.1; complete pgs. 15-17
	1-21	Ch 1 Mastery Tests: 1-1 (group), 1-2 (partner), 1-3 (pgs.20-32). Write a response to #1 Discussion (p. 32) Correct Vocabulary homework; review for Test Ch 2 Vocab Test Homework: Ch 3 Vocab: Planning Your Time (20-23;25)
3	1-26	<i>ERS</i> - Ch 2: Using Your Dictionary (complete pgs. 43-52) Vocab Test 3 Homework: Ch 4: Word Parts &Ch 5 Vocab (26-29;31-36) Complete Practice Tests (pgs. 49-57).

- 1-28** **Ch. 2 Mastery Test 2-3 (63-68) & #1 Writing (68)**
Write a response to Writing Activity #1, 2, or 3 (p. 68).
Ch 4 Vocab Test
- Homework:** *Vocab* – Ch 6: Odd Places (38-41;43)
- 4** **2-2** Literacy Narrative assignment given - complete prewriting
ERS – Ch 3: Context Clues (71-85)
Ch 6 Vocab Test
- Homework:** Write a draft of your Literacy Narrative
Vocab 7: Amazing Animals (44-48; 49)
Practice tests (86-90)
- 2-4** **Literacy draft due**
Peer review
Ch 7 Vocab test
Ch 3 Mastery test 3-3 (93-99) & #3 Writing (100)
- Homework:** Vocab 8: Peculiar events (50-53; 55)
Revise Literacy Narrative for final submission
- 5** **2-9** **Final copy of the Literacy Narrative due**
Ch 8 Vocab Test
ERS – Ch 4: Word parts (103-116)
- Homework:** Vocab- Ch 9 & 10: Word Parts II (56-58;62-66)
Practice Tests (117-121)
- 2-11** **Ch 9 Vocab Test**
Mastery test 4-3 (124-130) & #2 Discussion (130)
- Homework:** Vocab 11: Your Life (68-71;73)
- 6** **2-16** ***ERS* –Ch 5: Main Ideas (133-146)**
Ch 11 Vocab Test
- Homework:** Practice Tests (147-151).
Vocab –Ch 12: Friendship (74-77; 79)
- 2-18** Practice tests (147-155)
Ch 12 Vocab Test
- Homework:** Vocab 13: Romance (80-83; 85)

- 7** **2-23** **Ch 5 Mastery Test (156-173) & #3 Writing
Ch 13 Vocab Test**
Chapter 7: Understanding Implied Main Ideas (199-211).

Homework: Vocab 14& Review: Word Parts III (88-96)
- 2-25** **Ch 14 Vocab Test**
Draft due; Peer Review.
ERS - Ch 6: Details (167-179)

Homework: Vocab 16: Fitness (98-101; 103)
 Practice Tests (180-182)).
- 8** **3-2** **Ch 6 Mastery Test (188-195) #3 Writing (195)
Ch 16 Vocab Test**

Homework: Vocab Ch 17: Personal finance (104-107; 109)
- 3-4** **Student Conferences (grade review)
Ch 17 Vocab Test**
ERS –Ch 7: Main Ideas (199-211)

Homework: Vocab Ch 18: Career (110-113; 115)
 Practice Tests (212-218)
- 3-9 & 3-11** **SPRING BREAK!**
- 9** **3-16** **Ch 7 Mastery Test (224-231)& #1 Writing
Ch 18 Vocab Test**

Homework: Vocab Ch 19: The World (116-121)
- 3-18** **Ch 19 Vocab test**
ERS –Ch 8: Keeping Track of Info (235-242)

Homework: Vocab Ch 20 & Review: (122-126)
- 10** **3-23** *ERS* – Ch 8 (242-251)
Ch 20 Vocab Test

Homework: Vocab Ch 21 :Cleopatra (128-133)
- 3-25** Practice Tests (252-259).
Ch 21 Vocab Test

Homework: Vocab 22: Simon Bolivar (134-139)

- 11** **3-30** **Ch. 8 Mastery Test** (264-270) & #1 Writing (270)
Chapter 9: Patterns of Organization (273-283).
Ch 22 Vocab Test
- Homework:** Vocab Ch 23: Victoria Woodhull (140-145)
- 4-1** **Ch 23 Vocab Test**
ERS -Ch 9: Patterns (273-285)
- Homework:** Vocab 24: Yao Ming (146-151)
- 12** **4-6** *ERS* – Ch 9 (285-298)
Ch 24 Vocab Test
- Homework:** Vocab Ch 25 Review (152-156)
- 4-8** Research-based writing assignment.
Ch. 9 Mastery Test (302-308) & #1 Writing
Ch 25 Vocab Test
ERS – Ch 10: Cause/Effect (311-323)
- Homework:** Practice Tests (324-330)
- 13** **4-13** **Ch. 10 Mastery Test** (337-345) & #4 Writing
Chapter 11: Reading and Thinking Critically (346-355).
- Homework:** Type draft of paper
- 4-15** Finish Chapter 11: (356-366).
Read "The Most Hateful Words" (430-435).
Write a response to Writing Activities #1 (p. 435).
- Homework:** Complete Practice Tests (367-374).\
- 14** **4-20** **Ch. 11 Mastery Tests** (378-390) & #4 on p. 390.
Read "Coming Into My Own" (447-469).
Write a response to Questions for Discussion #1 (P. 454).
- Homework:** revise paper for final submission
- 4-22** **Research-based assignment due**
Read "Hispanic USA" (470-479)
Write a response to Questions for Discussion #1 (p. 478).

Homework: Write down any questions or concerns about your grade or future course placement.

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4-27

Exit Conferences (grade review for course placement).

Instructor and Course Evaluations – thank you!

Read “Living Life to the Fullest” (455-461).

Write a response to Questions for Discussion #1 (p. 461).

Homework: Review & reflect on your Writing Portfolio

4-29

Final Exam