

ENGLISH 021 INTERMEDIATE READING

03 Credits

Section **62038**: TTH, 11:15-12:30 Palanakila 104

Section 62359: MWF, 8:30-9:30, Manaleo 103

INSTRUCTOR: Ellen Ishida-Babineau
OFFICE: Palanakila 119
OFFICE HOURS: MW, 11:30-12:30
TTH, 1:30-2:30 p.m.
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EFFECTIVE DATE: Fall 2009

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Course designed to help the student improve his or her ability to read. Emphasizes vocabulary development, improving reading comprehension, and a more positive attitude toward reading. Completion of LSK 035, ENG 97A or placement into ENG 021, or consent of instructor.

Activities Required at Scheduled Times Other Than Class Times

Students should schedule **at least six-nine hours per week** to keep up with all assignments and to study for this course. Most tests are to be taken in The Testing Center (TTC), Alakai 106.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Incorporate vocabulary in reading and writing assignments.
2. Apply literal, interpretative, and critical reading skills to comprehend and analyze various types of reading material in different reading situations.
3. Apply appropriate study and learning strategies to promote student learning and success.

COURSE CONTENT

Concepts or Topics

- Active versus passive reading and thinking
- Main point or central thought
- Organizational structure and patterns
- Study skills
- Literal comprehension
- Interpretative comprehension
- Critical reading skills
- Connotations and denotations
- General versus specific
- Collaboration
- Vocabulary strategies

Skills or Competencies

1. Apply context clues and structural analysis to determine meaning familiar words in sentences and short essays.
2. Distinguish between general and specific items.
3. Distinguish between direct and indirect statements of main thought.
4. Write an implied main idea statement.
5. Identify the main thought, the major and minor details, and the organizational patterns of material.
6. Use the linear outline or another form of outlining.
7. Recognize the use of connotative and denotative language to determine bias, tone, purpose, and make accurate inferences and conclusions.
8. Distinguish among statements of fact, opinion, or both.
9. Use a reading-study system, such as the SQ3R.

COURSE TASKS

Vocabulary Tasks

1. Complete Chapters 1-7 in Gaining Word Power (GWP).
2. Complete Practice II and Practice III for each lesson (there are three lessons in a chapter) and the Analogies exercise at the end of each chapter.
3. Write a paragraph for each chapter. See handout on this assignment.
4. Complete all GWP end of the chapter Multiple-choice and True/False tests in order to take tests in TLC (Chapters 1-7; Chapters 8 and 9 are optional). More information on optional tests will be given later in the semester.
5. Complete GWP Final exam (Chapters 2-4; Lessons 1-9).

Comprehension Tasks

1. Complete the Nelson Denny posttest.
2. Complete all assigned chapters in The Effective Reader (ER) and additional homework assignments; homework will be counted in the final grade.
3. Complete all comprehension tests; the passing score is 70% for each test. Any test below 70% must be retested.
4. Complete all reading selections assigned.
5. Complete the final comprehension test with a score of at least 70%.

6. Read a novel of your choice, complete Reader Response Sheets, and write a short book review. You will, at the end of the semester, show or tell your classmates something about the novel and your recommendation.

Miscellaneous Tasks

- Maintain a course 3-ring binder for class material and a portfolio for the Reader Response sheets, book review, and outline of presentation.
- Label the front covers with the following:

Full Name
 ENG 021 (Section #)
 Fall 2009

ASSESSMENT TASKS AND GRADING

Grades will be assigned with the successful completion of all course student learning outcomes and the reading level achieved by the end of the semester. You must show proficiency at approximately the 10.5 grade reading level in class work and the Nelson-Denny post-test. If you do not complete the requirements, you will be asked to repeat the course in order to reach the necessary proficiency level required for next appropriate English course. *Five or more absences before the official withdrawal date, excused and unexcused, may also result in an N grade for this course. You will be advised to withdraw from the course.*

Grades available:

- A = 90% or better
- B = 80% - 89%
- C = 70% - 79%
- D = 69% - 60%
- F = 59% and below

N = Given only if student has made his or her best effort to the end of the semester (including the final exams), but needs more work to achieve proficiency.

The withdrawal date is October 27 Tuesday.

Grades will be based on the following:

Attendance.....	5%
(A = 0-2 absences, B = 3-4, C = 5-6, D = 7-8; F = 9 or more)	
<u>GWP</u> Chapter Tests.....	20%
<u>GWP</u> Final Exam	10%
<u>GWP</u> Chapter Paragraphs.....	10%
Comprehension Tests.....	20%
Comprehension Final.....	10%
<u>ER</u> Homework Assignments	15%
Novel Responses, Book Review, and Presentation	10%
100%	

LEARNING RESOURCES

1. The Effective Reader 2nd edition, Henry
2. Gaining Word Power, Rubin
3. Pens: blue or black ink for homework assignments; red or green for correcting work; highlighter pen for marking textbooks.
4. American Heritage College Dictionary or other college-level dictionary
5. 1 three-ring binder (2 inches)
6. Monthly or weekly planner.
7. Portfolio for book review assignment

Getting the Most Out of This Course

1. Attendance: Class sessions are designed to give you the opportunity to practice and review skills and concepts. Therefore, attendance will be part of the grading. Attendance will be taken at the beginning of each session. **Five or more absences before the official withdrawal date, excused and unexcused, may result in an N grade for this course.**
 - If you are unable to attend the class session (for verifiable medical or emergency reasons), please contact the instructor immediately. If you are unable to reach the instructor, please leave a message on the voice mail. Phone numbers are on the first page of this course outline. If you do not call me, homework will not be accepted.
 - Be on time! ***A tardy of 10 minutes or more will count as an absence.*** However, it is to your benefit to attend the rest of the class session even if you are late. Homework assignments are generally given at the end of the class period.
2. If you must bring a pager or cellular phone into class, please set it on silent or off. Use of electronic devices during class time is not allowed.
3. Homework: Make sure you complete the homework assignments when they are due. Class participation will be difficult if you are not prepared to share your work with the rest of the class. Homework will be collected. If you are absent, make sure you get the assignments from your instructor or a classmate. You are responsible for homework assigned during your absence.
4. Testing: You must complete all tests when scheduled. Make-up tests will only be administered if the student has contacted the instructor before the test and has a verifiable medical excuse. Make-up tests must be completed before the deadline established by the instructor.
5. You may take retests on tests (except for the final exam). In order to do so, you must complete additional work in the area, correct the work, and submit the work to the instructor. Once the work has been turned in, the instructor will put the retest in the TLC. There will be deadlines for both the completion of the additional work and the retest.
6. All writing assignments must be typed, double-spaced. Follow the guidelines provided. Assignments not typed will not be accepted.
7. Organize your life and yourself. Use a daily or monthly planner to keep track of assignments, deadlines, and personal errands. Use a three-ring binder to organize your class materials.
8. Please read your UH email account for any alerts or messages from your instructor.

You can be “in control” of your own learning. Be an active learner. Please ask questions! Seek help.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.

**ENGLISH 021 TTH Tentative Syllabus
Fall 2009**

Gaining Word Power Tests are tentatively scheduled below;
Changes in assignments may occur.

Date	Gaining Word Power (GWP)	The Effective Reader (ER)	Miscellaneous
25-Aug	Course Expectations; Pre-test: Nelson-Denny		
27-Aug	Introductions The Successful Student; Goal Setting VARK Inventory		
1-Sep	Chapter 1: An Introduction to Gaining Word Power; pp. 1-16 (Vocabulary Development)		Turn in student information sheet; VARK
3-Sep	Vocabulary Development continued	Read and do pp. 55-79; practices 5-6; 10-14	Review of reader response format.
8-Sep	Chapter 2: complete Lessons 1 and 2/class activity		Book Selection due
10-Sep	Complete Chapter 2: Lesson 3/class activity	Do pp. 82-89, Review Tests 1-4; omit After Reading Discussion and Writing Topics unless directed to do so.	
15-Sep	Chapter 2 Vocabulary writing assignment due in class Chapter 2 Test: Sept 15-17 ; Turn in corrected Multiple-choice and True/False Test to TTC monitor.	Preparation for Context Clues test; complete ER, pp. 95-96; 103-104 and any additional handouts.	
17-Sep		Read and do pp. 7-25; practices 1-3; pp. 27-33, Review Tests 1-4.	First Reader Response due; follow format.
22-Sep	Chapter 3: complete Lessons 4-5/class activity	Context Clues Test, September 22-25 in TTC. Levels of Specificity; Elements of a Paragraph	
24-Sep	Complete Chapter 3: Lesson 6/class activity	Levels of specificity handout Read and do pp. 105-127; Practices 1-4.	
29-Sep	Chapter 3 Vocabulary writing assignment due in class Chapter 3 Test: Sept 29-Oct 1 ; Turn in corrected Multiple-choice and True/False Test to TTC monitor.	Read and do pp. 128-144; Practice 5, Chapter Review, Applications, Review Tests 1-4.	
1-Oct		Main Idea Review for test: pp. 147-148; 151-152; 155-56.	Second Reader Response due
8-Oct	Complete Chapter 4: Lesson 9/class activity	Read and do pp. 174-184, Applications Review Tests 1-4 (omit Discussion Topics and Writing Topics).	
13-Oct	Chapter 4 Vocabulary writing assignment due in class. Chapter 4 Test: Oct 13-15 ; Turn in corrected Multiple-choice and True/False Test to TTC monitor.	Stated Main Idea and Supporting Details Test, Oct 13-16 in TTC. Review handouts on major and minor supporting details. Introduction to longer reading selections.	
15-Oct		Longer readings due.	Third Reader Response due
20-Oct	Chapter 5: complete Lessons 10-11/class activity.	Introduction to Outlines and Concept Maps: Read and do 199-224. complete all Practices, Chapter Review, Applications, and Review Test	
22-Oct	Complete Chapter 5: Lesson 12/class activity.	Introduction to summary writing.	
27-Oct	Chapter 5 Vocabulary writing assignment due in class. Chapter 5 Test: Oct 27-29 ; Turn in corrected Multiple-choice and True/False Test to TTC monitor.	Outline and Concept Maps Test, Oct 27-30 in TTC. Summary writing assignments due.	Last Day to Withdraw

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29-Oct		Introduction to Transitions and Thought Patterns: Read and do pp. 241-271; complete all Practices 1-15.	
3-Nov	Chapter 6: complete Lessons 13-14/class activity.	Read and do pp. 271-285; complete Chapter Review and Review Tests 1-2; Mastery Tests 1-2.	
5-Nov	Complete Chapter 6: Lesson 15/class activity.	Read and do pp. 295-333; complete Practices 1-14, Chapter Review, and Review Tests 3-4	
10-Nov	Chapter 6 Vocabulary writing assignment due in class. Chapter 6 Test: Nov 10-12 ; Turn in corrected Multiple-choice and True/False Test to TTC monitor.	Introduction to Implied Main Idea: Read and do pp. 347-362; complete Practices 1-3.	
12-Nov		Read and do pp. 362-396; complete Practices 4-5, Chapter Review, Applications, and Review Tests 3-4.	Book Review due
17-Nov	Chapter 7: complete Lessons 16-17/class activity.	Thought Patterns Test, Nov 17-20 in TTC. Collect Implied Main Idea handouts. Review for Thought Patterns Test: pp. 287-292. Introduction to Fact and Opinions: Read and do pp. 401-407; complete Practices 1-4.	
19-Nov	Complete Chapter 7: Lesson 18/class activity.	Read and do pp. 408-434; complete Practices 6-8; Review Tests 3-4. Introduction to Tone and Purpose: Read and do pp. 449-463; complete Practices 1-3.	
24-Nov	Chapter 7 Vocabulary writing assignment due in class. Chapter 7 Test: Nov 24-Nov 28 ; Turn in corrected Multiple-choice and True/False Test to TTC monitor.	Implied Main Idea Test, Nov 24-30 in TTC. Read and do pp. 463-479; complete Practices 4-5, Chapter Review, Review Tests 1-3. Introduction to Inferences: Read and do pp. 501-516; complete Practices 1-2.	
<i>Thanksgiving Recess: November 26-27, 2009</i>			
1-Dec	Optional Chapters 8 and 9 material due	Tone and Purpose Test, Dec 1-4 in TTC. Read and do pp. 517-529; complete Practices 3-4, Chapter Review, Applications, and Review Tests 1-2.	
3-Dec		Read and do pp. 529-535; complete Review Tests 3-4. Timed Readings.	
8-Dec		Inferences Test, Dec 8-10 in TTC. Timed Readings continued.	
10-Dec	December 11, Friday, Last Day to take GWP, Chapters 8 and 9 in TTC.	Book Review Oral or Visual Presentations (No more than 5 minutes per presentation please.) Potluck	LAST DAY for TTH Classes Student and class evaluations
Final Exam: December 15, Tuesday, 11:30-1:20 Nelson-Denny Reading Test, Gaining Word Power (Chapters 2-4; Lessons 1-9), and Comprehension Final.			