

ENG 18 English Essentials
3 Credits
MW 10-11:15 a.m.: Palanakila 117

INSTRUCTOR: Carol Cunha

OFFICE: Laakea 210

OFFICE HOURS: MTWTH 7:55-8:25 & TTH 11:20-12:20 or by appt.

TELEPHONE:

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EFFECTIVE DATE: Spring 2014

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

This course provides practice in developing basic reading skills and learning strategies to help students succeed in college. Vocabulary development, comprehension skills, and study skills are the focus of this course. (3 credit lecture)

Pre-Requisite(s): Placement into ENG 18 or higher, a grade of "C" or better in ENG 8, or consent of instructor.

ACTIVITIES REQUIRED OUTSIDE OF CLASS

Students should schedule at least nine hours per week to keep up with the assignments and to study for this course.

STUDENT LEARNING OUTCOMES

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

- Demonstrate an increase in reading vocabulary through various ways, such as applying newly learned reading vocabulary in writing assignments.
- Apply literal, interpretive, and critical reading skills to comprehend and analyze various types of reading material.

- Apply various study skills strategies, such as a reading-study system to understand and retain information in informative material, time management, and lecture and textbook notetaking strategies.

LEARNING RESOURCES

1. Access to a computer
2. Textbook: **Academic Encounters Life in Society & The Good Earth** by Pearl Buck
3. Required Tools: Portfolio (3 ring binder) with organizing tabs, **a stapler**, blue or black ink pens, and college ruled paper.
4. Recommended: American Heritage College Dictionary or another college level dictionary and access to a computer and the Internet

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
- Write clear and comprehensive sentences

Skills or Competencies-Students will

1. Distinguish between general and specific items.
2. Apply context/linguistic clues to define words in sentences and short writings.
3. Distinguish between direct and indirect statements of main thought.
4. Identify/locate main idea statement.
5. Communicate orally and in writing the main thought, major/minor details of material.
6. Use outline format.
7. Recognize connotative and denotative language; identify bias, tone, purpose.
8. Distinguish between statements of fact/opinion.
9. Use language mechanics to enhance comprehension.
10. Discuss/review readings from career/academic/personal interest areas..

COURSE TASKS AND GRADING

This course will include textbook, reading, and grammar activities, quizzes and in-class writes, journal writing, and developed paragraphs and an introduction to essay writing.

1. Write sentences/paragraphs/summaries using selected vocabulary words from class discussions.
2. Complete the Nelson-Denny pre-and posttest. Show improvement in vocabulary and reading comprehension.

3. Complete all vocabulary and reading/writing skill-building exercises, quizzes, and tests.
4. Complete all reading selections and comprehension exercises assigned.
5. Write paragraphs/essays/summaries on selected topics focusing on specific skills criteria due each week.
6. Read independently and share a book of your choice (based on ability and interest level).

Other Tasks:

- Maintain portfolio of writing/reading pieces for self-assessment activities.

Course Requirements: Grades will be assigned upon the successful completion of all course student learning outcomes, positive class participation, and the reading level achieved by the end of this semester. 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 the next appropriate English course. Five or more absences before the official withdrawal date, excused or 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%
N	=	Given only if a student has made a great effort until the end of the semester but needs more work to achieve proficiency.

Grades will tentatively be based on the following:

Summaries and other papers	25%
Homework and film presentation	15%
Book Report & Presentation	15%
Quizzes	15%
Tests	10%
Final Exam	<u>20%</u>
Total	100%

Additional Information

Class Policies:

Attendance and Missed Work:

1. Come to every class, be on time, and stay in class until the end of the period. If you have five or more excused or unexcused absences, you may be counseled to repeat the course and it will affect your grade. ***If you miss 5 days of class, you will fail this class.***
2. All students are responsible for everything done in class and for all assignments made, whether they are present or not. Students who are absent should talk to me or

another student to find out what happened in class and prepare for any assignments missed.

Preparedness and participation: You need to participate in class discussions, group work, and other class activities. In addition, be prepared to take notes during every class. You must also have your homework done BEFORE class and make sure you bring your text and other supplemental materials.

Submitting Late Work: Papers are due on the dates they are scheduled to be handed in. Late papers will be marked down one letter grade and they will **not be accepted** after one week from the due date. In specific cases, such as a family emergency or an illness requiring a doctor's care, extensions may be given. Please contact me as soon as possible should an emergency arise.

Make-up Exams and Quizzes: Quizzes cannot be made up. As for tests and final exams, you are expected to take careful note of the dates and to be there. Students are expected to attend final exams on the dates scheduled. In **extreme** cases of real family emergency or student illness, it may be possible to reschedule an exam.

Discipline, Decorum, and Academic Freedom: Students are expected to conduct themselves as adults, showing respect to other students and to the teacher. Students **can not use cellular telephones**. Students who use electronic dictionaries should be certain that the sound is turned off.

Academic Honesty: Students are expected to behave honestly and with integrity. A student must not copy any assignment from a book or another person or from an assignment done for another class without the proper citation. Any student who cheats on an academic exercise (any work submitted for points, grades, or credit), lends assistance to others, or who hands in, as a completed assignment, work that is not his or her own, will be penalized. Should any of these practices occur, the student will receive a zero for the assignment and may receive an F for the course. In addition, the matter will be referred to the Department Chair. (If you are not sure whether you are plagiarizing in dishonest activity, see ME!)

You will be required to read and write independently throughout the course and to put in time and effort to do your best. You can be in control of your own learning. Be an active learner. My goal for you is to be successful in this course and show great gains in reading and writing. Please seek my assistance and ask questions any time.

DISABILITIES ACCOMMODATION STATEMENT

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.

Book Report

DIRECTIONS: Choose a book that is around 250+ pages, one that you are interested in and that you want to share with your classmates. Your book report must be typed. Keep your report between 5-6 pages. Double space. Use 12 font with a one inch margin on all sides. Make sure you write Part I, Part II, etc. This should be clearly labeled.

Part I: Give the following information: (a) the author's name, (b) the title of the book, (c) the publisher and place of publication, (d) the date of publication, (e) the total number of pages, (f) names and short descriptions of the main characters, and (g) the setting (when and where the story takes place).

Part II: In about 1 ½ pages, write a short summary of the book. Give only the highlights of the book (the main ideas and important details). Tell enough so others reading your report will have an idea of what happened in the book. Remember the “wh” questions.

Part III: Choose a main point or situation that was meaningful to you (what did you learn, or what was shocking, etc.). Explain the idea/situation; compare/contrast the idea with your own ideas. You can include your personal thoughts and feelings and you can also relate the text to your personal experiences. You can comment on similar situations of which you know – perhaps in relation to your family, friends, community, nation, or the world. Give details, lots of details. This should be about one+ page long.

Part IV: Choose a major character in the book and describe that person. Include physical and personality characteristics. When describing personality, choose major adjectives that describe that person (i.e. Is s/he sensitive, shy, outgoing, or humble?). Then give examples from the story to support your adjectives (i.e. Why is that person sensitive?). You should have more than one example for each adjective. Do NOT copy examples from the text. Use your own words. Next, explain whether you liked or didn't like this character and why or why not. Write about 1 ½ pages.

Part V: Conclusion: Tie your ideas together. Draw conclusions. You can also write your reaction to the entire book. Include what you have gained from the book and add your opinion of whether another student might benefit from reading this book and why or why not that student may benefit. Furthermore, you can include any lessons that you learned from reading this book. Try to keep this section to about 1 page.

Book Report Due: _____

Presentations: _____