

ENGLISH 21 – INTERMEDIATE READING

3 credits | CRN: 60483

INSTRUCTOR: Lance Uyeda
OFFICE: Hale Pālanakila 119
OFFICE HOURS: M, W | 9-10AM, Hale La‘akea 110
T | 3-4:30PM, TRiO lab: Hale Na‘auao 146
R | 1-2PM, TRiO lab: Hale Na‘auao 146
I look forward to the individual meetings we will have this semester. See me at the above times/locations for a drop-in appointment, or call/email/speak to me to plan a meeting that fits your schedule. My appointment calendar is online at: <http://bit.ly/meetinglance>.
TELEPHONE: 236-9229
EMAIL: LKUYEDA@hawaii.edu (lowercase OK)
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

ENG 21 Intermediate Reading (3): Course designed to help the student improve his/her ability to read. Emphasizes vocabulary development, improving reading comprehension, and a more positive attitude toward reading. (3 hours lecture)

Pre-Requisite(s): Grade of "C" or better in ENG 97A or ENG 18, or placement into ENG 21 or higher.

Activities Required at Scheduled Times Other Than Class Times:

1. Students should schedule at least six-nine hours per week to keep up with all assignments and to study for this course.
2. Tests may be required in the Testing Center (TTC), Library Learning Commons 228.

STUDENT LEARNING OUTCOMES

Students will:

- Use strategies for enhancing vocabulary and comprehension.
- Apply literal, interpretive, and critical reading strategies to comprehend and analyze various types of written and visual material.
- Apply study skills strategies to enhance learning.

LEARNING RESOURCES

Required text: Academic Vocabulary, Amy E. Olson

Recommended resources: 1) American Heritage College Dictionary or other college-level dictionary, 2) a thesaurus, 3) <http://m-w.com> (online dictionary and thesaurus), 4) google.com. Use google.com as a dictionary by searching for define:word. Google will give you a range of definitions and examples of the word that follows the colon.

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—Students will:

- Apply context clues and structural analysis to determine meaning familiar words in sentences and short essays.
- Distinguish between general and specific terms.
- Distinguish between direct and indirect statements of main thought.
- Write an implied main idea statement.
- Identify the main thought, the major and minor details, and the organizational patterns of material.
- Distinguish between fact and opinion.
- Identify an author's purpose and tone.

COURSE TASKS*

*Because this section of English 21 is a special, “accelerated” section, I reserve the right to make adjustments to the following list of course tasks as necessary. Changes will be discussed in class.

Work that is late or incomplete will receive partial or no credit.

Homework Assignments/ Assessments	30%
Tests and Quizzes	30%
Reading Comprehension/Volume	15%
Class Work/Participation	15%
Final Exam	10%

Grades Available

A = 90% or above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or below

CR/NC Option: You must have the official CR/NC form signed by the instructor. You must receive a C or higher to receive credit for the course.

COURSE POLICIES

In General, please:

1. Read this syllabus and all handouts and assignment sheets carefully.

2. Come to class ready with questions.
3. Email or call me (lkuyeda@hawaii.edu; 236-9229) if you have a question that you feel cannot be addressed to the class.
4. See me in person.

Helpful Resources:

Please ask for help even if you are not sure you need it. Schedule your required conferences as soon as possible, especially if you are having difficulty. I am available to help you during my office hours, especially, but also throughout the day.

One of the best resources on campus is the **TRiO Student Support Services (SSS)** office, which provides tutoring and a range of other opportunities to eligible students (see me for details). The contact number for TRiO SSS is 235-7487.

Registration with the University of Hawai‘i at Mānoa’s **Online Learning Academy (OLA)** is required. OLA tutors are primarily UH Mānoa students who understand how challenging writing can be and who are trained and ready to help you improve. You can reach them at <http://manoa.hawaii.edu/ola/writing> from 8AM-10PM, Monday to Saturday (hours subject to change).

The **Writing Center**, located in the WCC Library and Learning Commons, provides in-person consultations during school hours and email feedback as needed. Contact writing center staff by email at wccwrite@hawaii.edu. The center’s current hours are posted at <http://www.wcc.hawaii.edu/Writing/>.

In-Class:

This class involves daily discussions, group work, and other forms of participation in and out of class. Full participation in all activities will significantly benefit your writing performance and progress.

You may lose up to five points per class period for non-participation in activities or for distracting or rude behavior, which includes but is not limited to: 1) leaving your cell phone ringer on, 2) answering your cell phone, 3) text messaging, 4) surfing the net or checking email, 5) talking while a classmate or the instructor presents information, and 6) making disparaging or inappropriate remarks. If you have one or both hands under the table and spend time in class gazing longingly at your pants, I will assume that you are texting or checking your email and will subtract points accordingly.

Absences/Tardiness:

Absences will count against your semester point total at the following rate:

Absence #	Points Lost	
1	0	There are two reasons why no absences will be excused this semester, except in extreme circumstances. 1) This class will not work unless everyone attends reliably. 2) State taxpayers heavily subsidize your tuition expenses, and their money should not be wasted. Your third absence and every absence thereafter will result in a reduction to your semester point total (see columns at left).
2	0	
3	10	
4	10 (20 total)	
5	10 (30 total)	
6	10 (40 total)	
n	10n – 20	

- Be on time. You will lose ten points for every three times you arrive late to class.

- It is your responsibility to keep up with work you miss. Ask your classmates for copies of their notes, for homework and other assignments, and for what other preparation you need for class.

Required Conferences:

You must meet with me in conference at least twice this summer. You can see me individually, in pairs, or in groups of three or four. Non-participation in conferences will be penalized as follows:

Conferences Attended	Points Lost
0	20
1	10
2 or more	0

You can maximize the utility of your conference time by meeting with me about your formal writing assignments, but I'm happy to spend as much time as you'd like discussing other questions or concerns.

Homework:

A completed assignment will decrease in value by 10% (of its initial point total) for each day it is late (weekends count as one day). A 100 point assignment, for example, will be worth 90 points on the first late day, 80 points on the second late day, and so on. Assignments that are late by seven calendar days or longer will not be accepted.

Writing Standards:

The work you turn in for grading should be typed and properly formatted. For all work in this course, please:

- Use 1-inch margins and 12 point Times New Roman font
- Remove extra spacing between your double spaced paragraphs
- Feel free to ask me about how to format/manipulate your word-processed documents.

Emails/Calls:

Please type grammatically correct emails, using complete words and full sentences (no shorthand, as in "where r u now"). Emails must contain a greeting (Aloha Bob, Dear Mr. Smith, or Hi Lance,) and a signature (Thank you, Sincerely, or your name only). This is a professional correspondence, and you must get in the habit of writing professionally.

If you have any problems or last minute emergencies, email me immediately or leave a voice mail on my office phone. For important requests, you should allow for a 24 hour turn-around time on emails. (If you have a question regarding a paper due on Thursday morning, please email me no later than Wednesday morning.)

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, Ann Lemke, at 235-7448, at lemke@hawaii.edu, or in Hale 'Ākoakoa 213.

COURSE POLICIES CONTRACT

I have read and reviewed my English 21 syllabus and course policies. By signing this document, I acknowledge not only that I understand the policies and requirements of this course, but also that I understand the consequences of not following these policies.

Signed: _____
(signature) (date)

(print name)

QUESTIONNAIRE

Preferred Name _____

Preferred E-Mail Address _____

Preferred Phone _____

1. What do you hope this course will teach you? What are your goals in this class?

2. How can I help you meet these goals?

3. What do you intend to do to meet them?

4. What grade would you be satisfied with in this course? Why?

5. What else would you like me to know about you?