

Garrett College

Reading 75

Tuesday/Thursday 2:00-3:00 p.m.

**Instructor:** Dolores Youse

**Materials Needed:**

**Office Hours:** Mon-Wed 8:30-9:30 a.m.

*America Now*, Robert Atwan

Thurs 8:30-10:30 a.m.

*The Bedford / St. Martin's Textbook Reader*, Ellen Kuhl

Repetto

**Office Location:** LC686

**Phone:** 301-387-3133

**Email Address:** dolores.youse@garrettcollege.edu

Mission

This course prepares students to apply critical thinking, reading, and writing skills as they explore specific topics.

Course Description

This course provides students with the opportunity to apply critical thinking, reading, and writing skills as they explore specific topics,

to be determined each semester by the instructor.

Lecture/Instructional Hours: 2

**Prerequisite:** College Placement Indicator (Score of 57-78 on Accuplacer, score of 8 on Nelson Denny)

**RDG 073**

**Co-requisite:** FYE 105

Objectives

- Students will read, analyze, and synthesize college-level material, discerning materials' relevance to their studies.
- Students will reflect critical thinking in reports of their observations and analysis in a variety of formats: written, oral, and through the use of multimedia.
- Students will use appropriate documentation and citation skills in ethically presenting the work of others used to support their own writing or speaking.

- **Students will collaboratively analyze material in small groups and report their findings to a larger group.**

### **Content**

**Each semester, the instructor will focus on a particular thematic topic and integrate relevant college-level written material as content for the course.**

### **Teaching methods**

**Teaching methods will include class discussion, small and large group work to foster collaborative learning, individual and group presentations by the instructor and by guest speakers as well as students, and minimal lecture as the instructor sets up material for each class. Each class period will involve some work with written material, including the students' opportunity to read, analyze, and compose text; a journal notebook will be a required component of the course. Insofar as is possible, students will be given opportunities to engage in experiential and hands-on learning. Activities can include films, research, and field trips.**

### **Methods of evaluation**

- **In-class writing**
- **Journal notebook**
- **Individual presentations**
- **Group presentations**
- **Quizzes**
- **Analytical writing**
- **Reflective writing**
- **Exams**

**Students who earn below a C at mid-term may be required to acquire a tutor from the school's learning support team. This service is absolutely FREE and all information is considered confidential. The tutor will work with your schedule and assist you as best as possible. As a tutee, you will receive:**

- **Individual instruction tailored to your level of understanding.**
- **Instruction free of competition - you will be free to progress at your own pace.**
- **Encouragement and feedback.**
- **Skills demonstrated to you instead of simply verbalized.**

**To set up a tutoring appointment, contact Rhonda Schwinabart, Advising and Academic Success Center, phone: 301-387-3715**

**Exit Criteria: Grade of C or higher for course content *and* a score of 11 on the Nelson Denny.**

### Grading and Testing

Grades will be determined by the following grading scale:

RA 90-100%

RB 80-89%

RC 70-79%

F 0-69%

### Academic Honesty Statement

The academic community of Garrett College aspires to promote attitudes of honesty, self respect, responsibility, and moral courage in all students. Maintaining a classroom in which students are encouraged to submit work that reflects their true level of performance so that all students are evaluated equitably is the responsibility of the faculty member.

Although faculty cannot assume total responsibility for the moral and ethical development of their students, it is our intention to promote a learning atmosphere which reinforces the importance of honest, ethical behavior. Students often claim to not understand what constitutes academic dishonesty. Such lack of understanding is not an excuse for appropriation of material or improper citation. Students are expected to

know proper research and citation methods. Any list of acts that may constitute academic dishonesty will be incomplete. A good guideline is that if the information was obtained from any source, it must be acknowledged. For details of acts that may constitute academic dishonesty, see the *Student Handbook*. Verified acts of academic dishonesty can result in failure of assignments, failure of the course, suspension, and/or expulsion from the College. For details of the procedure for verification of acts of academic dishonest and academic and behavioral sanctions, see the Student Handbook.

### Social Justice and Class Disruptions

Garrett Community College is committed to social justice. The instructor concurs with this commitment and expects to maintain a positive learning environment based upon communication, mutual respect, and acceptance. **Students are expected to behave in a professional, adult manner, which includes being punctual, being prepared for class, and being attentive and respectful to both the instructor and other students.**

The goal of classroom activities is to provide the greatest educational benefit to all students; therefore, class participants should expect and practice mutual respect and consideration in words and actions as stated in the college *Code of Student Conduct*: "Student behavior in class should not interfere with the rights of others or with the educational process...an instructor has the right to dismiss a student from class for behavior the s/he judges to be disruptive to the teaching and learning process." Since Reading 100 is a class that depends upon mutual respect and moves at a rigorous pace, class disruptions such as inappropriate talking or interrupting lecture or discussion raising one's voice, using profanity, or generally causing a disturbance cannot and will not be tolerated.

For the first offense the student will be asked to leave and will be counted as absent. A classroom incident report will be filled out, and the student will not be admitted until he or she has met with Dr. George Brelsford, Dean of Student Life.

#### Use of Cell Phones, MP3 Players, and other Electronic Devices

Listening to music, texting, or talking on a phone are all unacceptable. Students who violate this rule once will be dismissed from class. For the second offense the student will be asked to leave and a classroom incident report will be filled out and the student will not be admitted until he or she has met with Dr. George Brelsford, Dean of Student Life.

Computer usage is strictly for classroom activities, not for checking email, Facebook, Twitter, or shopping. Students caught on sites other than the designated site will be dismissed from class and counted absent. A second offense will incur the same penalty as listed above.

#### Attendance, Sick and Personal Days

It is expected that students will attend every class. In this course, you will have a total of **four** absences which can cover such real-world happenings as sickness, car breakdowns, or even the death of someone you know. Missing more than four classes may place you in a position to fail. If you believe that there is an unusual accounting for more than four missed classes, it is your responsibility to contact your instructor. It is the responsibility of the instructor to determine whether the exception may be acceptable.

Tardiness or leaving the class early, without instructor's permission, is unacceptable. Students who are late for class or who leave in the middle of class will be counted as tardy. Three tardy arrivals will equal 1 absence.

Remember, also, that your instructor cannot routinely re-teach the lesson of the day or give you a boiled down 15-minute lesson that s/he spent 90 minutes teaching the rest of your classmates. Consult your course schedule, your fellow classmates, and your instructor when you must be absent.

**Students with special needs identified under 504 (Disabled) Legislation will be accommodated. Please see Dean of Student Life, Dr. George Brelsford, in room LC643, for more information regarding accommodations.**

#### Class Cancellations Due to Inclement Weather

In the event of class cancellations due to snow or hazardous road conditions, the following procedures will be observed:

Morning Class Cancellations (8:00 a.m. - 4:30 p.m.) -Radio and television announcements starting at approximately 7:00 a.m. over the following stations: WWHC (92.3 FM), WQZK (94 FM), WKMM (96.7 FM), WAJR (97.9 FM), WVAQ (101.9 FM), WKHJ (104.5 FM), WFRB (105.3 FM), WKGO (106 FM), WMSG (1050 AM), WKKW (1440 AM), WTBO (1450 AM), and KDKA (TV) Channel 2.

**Afternoon Class Cancellations** (11:30 a.m. – 4:30 p.m.) – Radio and television announcements starting at approximately 10:00 a.m. over the above-listed stations.

**Evening Class Cancellations** (4:30 p.m. - 10:30 p.m.) – Radio and television announcements starting at approximately 3:00 p.m. over the above-listed stations.

The College has instituted an Inclement Weather line. You may call 301-387-3198 for up-to-date information on closings and course cancellations. This information is also available at [www.garrettcollege.edu](http://www.garrettcollege.edu) and at [www.kdka.com](http://www.kdka.com).

#### Emergency Protocol

**In the event that this class is cancelled due to faculty illness or other emergency, the instructor will send a group email to the class. Please check your college email account frequently.**

**Semester Dates: Fall Semester 2013**

**Friday, August 9 .....Payment Due Date for Registrations  
dated Apr 10-Aug 9**

**Monday, August 12 .....Disenrollment for Non-Payment**

**Thursday, August 29..... Payment Due Date for Registrations  
dated Aug 10-Aug 29**

**Friday, August 30 .....Disenrollment for Non-Payment**

**Sunday, September 1 .....New Student Residence Hall Check-  
in**

***Monday, September 2 .....Holiday/Check-in for Returning Students***

**Tuesday, September 3 .....Late Registration & Payment Due / Schedule Adjustment / New  
Student Orientation**

**Wednesday, September 4 .....First Day of Classes**

**September 4 - September 10 .....Drop/Add Period**

**Tuesday, September 10 .....Last Day to Drop Classes / Last Day for 100% Refund**

**Thursday, September 19 .....Last Day for 50% Refund**

**Friday, October 18 .....Mid-Term Grade Reports Due**

**Friday, October 25 .....Last Day to Withdraw from Classes**

***Wednesday, November 27 - Sunday, December 1 .....Thanksgiving Holiday***

**Friday, December 6 .....Last Day of Classes**

**Monday, December 9 - Thursday, December 12 .....Final Exams**

B. Assessment Plan Garrett College

Course-Level Outcomes Assessment Plan

Department: Humanities (ENG) Course: RDG 75: Reading Skills

Course Learning Goal	Institutional Learning Goal(s) to Which This Goal Relates (Indicate by number)*	Outcome Measures and/or Classroom Assessment Techniques	When Assessment Occurs	Benchmark	Met?	
					Y	N
<ul style="list-style-type: none"> <li>Students will read, analyze, and synthesize college-level material, discerning materials' relevance to their studies.</li> <li>Students will reflect critical thinking in reports of their observations and analysis in a variety of formats: written, oral, and through the use of multimedia.</li> <li>Students will use appropriate documentation and citation skills in ethically presenting the work of others used to support their own writing or speaking.</li> <li>Students will collaboratively analyze material in small groups and report their findings to a larger group.</li> </ul>	1, 3, 5	class discussion	on-going	70% average		
	2, 3, 5	presentations	once before midterm			
		written assignments	once after midterm			
	1, 4, 8	written assignments	once before midterm			
2, 3, 7	exams	once after midterm				
	presentations	once before midterm				
			once after midterm			
			after midterm			

\*Institutional Learning Goals: 1. Information Literacy 2. Communication Skills 3. Critical Analysis and Reasoning Skills 4. Scientific Literacy and Quantitative Reasoning Skills 5. Information Management Skills 6. Cultural and Global Perspective 7. Personal and Interpersonal Skills 8. Academic and Technical Proficiency in the Major

## Course Schedule Fall 2013

(This schedule is subject to change)

### Sept. 5

Course Introduction

“How to Read College Textbooks” pages 1-6 *Textbook Reader*

Select book for semester reading assignment.

HA:

- Read Ch. 12 “Majors & Career Choices” *Textbook Reader*, pages 10-20. Complete the “Building Your Portfolio” Exercise on page 20. Submit the chart next class.
- Read Ch. 10 “The Growth of America’s Cities” pages 100-134, *Textbook Reader*
- Complete a Vocabulary Log for words found in Ch. 10
- Complete assignment for additional assigned vocabulary words

### Sept. 10

Work in groups to complete Cornell Notes for Chapter 19, The Growth of America’s Cities, pages 100-134, *Textbook Reader*

Email group notes to other group members.

Travel to college library to select a reserved book for the semester reading assignment.

HA:

- Group will present notes to class. Decide who will present and have presentation ready for Sept 12 class.
- Using notes developed from your specific Cornell note assignment, create a summary of your assigned portion of text. Have summary ready to submit for September 12 class.
- Complete vocabulary assignment
- Begin reading book selected from college library

### Sept. 12

Groups will present their Cornell notes to the class

Read the poem “The Great Colossus” by Emma Lazarus.

Ellis Island Web Site “I’m coming to America”

HA: Write a response to the following questions. All responses must be written in full sentences.



1. What factors led immigrants to American cities in the late nineteenth century?
2. How did their arrival change the cities in which they settled?
3. What is your definition of an American?

Continue to read selected book and complete assigned vocabulary work

**Sept. 17** Chapter 12, *America Now*, "Immigration: Who is an American?" pages 327-329

"Does Immigration Increase the Virtues of Hard Work and Fortitude in the United States?" (Tamar Jacoby) *America Now*, pages 330-332

*HA: Complete journal and vocabulary log*

*Complete assigned vocabulary assignment*

**Sept 19** "Does Immigration Increase the Virtues of Hard Work and Fortitude in the United States?" (Mark Krikorian), *America Now*, pages 333-335

**Sept. 24** "The Crossing" *America Now*, pages 336-343

*HA: Complete Journal and vocabulary log*

*Complete assigned vocabulary assignment*

**Sept. 26** "Slurring Spanish" *America Now*, pages 345-349

**Oct. 1** Review of vocabulary

In-class writing- topics assigned by teacher

HA: Read Chapter 13 "Stress, Health, and Coping," *The Bedford/St. Martin's Textbook Reader*, pages 139-144.

**Oct .3** Create Cornell Notes for this section

HA: Read "Stress, Health, and Coping" *The Bedford/St. Martin's Textbook Reader*, pages 145-167

Create individual Cornell Notes for assigned sections of remainder of chapter

**Oct. 8** Group work to compile notes and present

**Oct. 10** Work with notes and text to complete in-class assignment based on "Stress, Health, and Coping"

Review vocabulary

**Oct. 15 Mid-term Nelson Denny**

HA: Review research topics

Decide which topic to write about

**Oct. 17** To school library to research

**Oct. 22** In-class work on research project

**Oct. 24** In-class work on research project

**Oct. 29** conference with research project

**Oct. 31** conference with research project

**Nov. 5** complete and submit research project on November 7

**Nov. 7** Book Circle Discussion

**Nov. 12** Book Project Due

**Nov. 14** Vocabulary

Read "What Do We Fear" pages 149-169. *America Now*

Vocabulary and Journal

**Nov. 19** Vocabulary

In-class writing assignment page 160-161 *America Now*

**Nov. 21** Vocabulary

In-class assignment covering pages 162-169 *America Now*

**Nov. 26** Vocabulary

Present research project

**Dec. 2** Vocabulary

Present research project

**Dec. 4** Present book project/Vocabulary

**Dec. 9-12** – Final Exams: Nelson Denny