

Metropolitan Community College Class Syllabus – Fall Quarter, 2011

CLASS IDENTIFICATION

TITLE: Reading and Responding
 PREFIX/SECTION: ENGL 0950 7A
 CREDIT HOURS: 4.5
 CLASS BEGINS/ENDS: September 6, 2011, to November 17, 2011
 MEETING DAY(S)/TIMES: Tuesday/Thursday 8:00 to 9:55 AM
 NO CLASS DAYS: NA
 WITHDRAWAL DATE: Last day to withdraw: November 3, 2011
 SECTION CENSUS DATE: September 19, 2011
 CLASS LOCATION: South Omaha Campus, Mahoney Building, room 224

CONTACT INFORMATION

INSTRUCTOR NAME: Victoria Hecker
 OFFICE TELEPHONE: (402) 457-7200, extension 9192 (message only)
 EMAIL ADDRESS: vhecker@mccneb.edu
 FACULTY WEB SITE: <http://faculty.mccneb.edu/vhecker>
 ACADEMIC AREA: Communications and Humanities

COURSE INFORMATION

Course Description

This course, which acts as a capstone for ESL classes and as a preparatory class for native speakers before the college fundamentals course, increases students' literacy and communication skills through reading, writing, speaking, and listening. Students will become better able to read critically and analyze the texts of others, identifying strengths and weaknesses, and respond with logical, complete summaries and responses. Much emphasis is placed on the process of writing, including revising drafts to better achieve goals.

Course Prerequisites

Completion of the ESL sequence, including successful completion of ESLX 0220, or assessment into the course through the ASSET or COMPASS reading and writing exams. For non-native English speakers, ESLX 0142 is strongly recommended.

Course Objectives

Upon successful completion of this course, students will be able to (1) use discussion, reading, and writing to explore and examine ideas, feelings, values, and beliefs (2) develop strategies for discussing a topic, reading about a topic, and drafting a paper about a topic, and (3) develop a process for assessing, evaluating, revising, and connecting ideas.

Required & Supplemental Materials

1. Swinton, Janet R and William J. Agopsowicz. *Read and Respond*. Fourth Edition. LA: Roxbury. 2004. Bring your textbook to every class!

2. *A Long Way Gone* by Ishmael Beah.
3. 2 Folders for turning in work.
4. An electronic storage device for saving all class work.

Course Structure

Activities occurring during class time will involve reading, writing, discussion, and workshop review of student writing. Other lessons will be incorporated as needed.

ASSESSMENT OF STUDENT WORK

GRADING POLICY

Your grade will be based on the following: (1) several reading and writing assignments, mostly summaries and responses, and (2) participation and attendance.

Major assignments:

Textbook notes/quizzes: 10%
 Vocabulary: 15%
 Narrative (written and oral): 5%
 Summaries and responses: 40%
 Final in-class article summary and response: 10%
 In-class work/homework: 10%
 Participation/attendance: 10%

I do not accept late work unless it has been approved ahead of time. Make sure you turn in work on time! For me, "on time" means by 11:59 pm on the day it is due. **This includes days when you are absent; if you will be gone, e-mail your work to me by 11:59 pm on the day it is due.

You will not get a letter grade as a final grade because this is a pass/fail class. However, I will return your assignments to you with a letter grade and my comments so that you can keep track of how you are doing. You will also be able to see your grades in WebAdvisor. To pass, you will need an overall average of 70% or above.

A = 90% to 100%
 B = 80% to 89%
 C = 70% to 79%
 69% and below—not passing.

A student who earns a final grade of (P) has met all objectives and completed all assigned work. A student who earns a final grade of re-enroll (R) has attempted to meet course objectives and complete the assigned work but has been unable to and is not prepared to move on. To earn an (R), the student must have completed all assigned work and attended class regularly. A student who earns a failing grade (F) has not met some or all objectives, has not completed all assigned work, or has not attended class regularly (according to the attendance policy).

USE OF STUDENT WORK:

By enrolling in classes offered by Metropolitan Community College, the student gives the College license to mark on, modify, and retain the work as may be required by the process of instruction, as described in the course syllabus. The institution shall not have the right to use the work in any other manner without the written consent of the student(s).

INSTRUCTOR’S EXPECTATIONS OF STUDENTS

ATTENDANCE POLICY

- Come to class. If you are not present, you will not learn the material you need to know to pass—and you will also miss out on participation points and in-class work, which cannot be made up. If you will be gone for any reason, make sure you turn in any work *on time* (use my mailbox or e-mail me assignments if necessary) and contact me or another student to find out what you missed.
- Be on time. Part of attendance is punctuality. Arriving more than 15 minutes late or leaving early will result in a half-absence.
- Participate. Another part of attendance is participation. A day in which a student does not earn any participation points will be considered an absence.

Three absences will result in your losing participation points for three days; four absences will result in a loss of 10% from your final grade; five absences will result in a final grade of FX. A grade of FX is a failing grade. This policy is in accordance with the English department’s policy that students must be present for at least 80% of class sessions to have the opportunity to earn a passing grade. **There will be no exceptions to this policy,** including circumstances such as illness or family emergency; the four allowed absences are built in specifically for such issues. If you will miss more than four classes, you should consider withdrawing from the class to avoid having a failing grade on your transcript. To withdraw, call Central Registration at 402-457-5231 or 1-800-228-9553. The last date to withdraw is noted in the CLASS IDENTIFICATION section of this syllabus.

Students who attend no class meetings up to and including the Section Census Date published in the Class Schedule at www.mccneb.edu/schedule/ will be disenrolled from the class. No appeal is possible for this disenrollment.

EXPECTED CLASSROOM BEHAVIOR

- Respect
 - _____
 - _____
 - _____
- Participate
 - _____
 - _____

- _____
- Avoiding disruption
 - CELL PHONES and other electronic devices
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

If disruption and disrespect become serious problems, students may be withdrawn from the course.

NOTE: to remain eligible for financial aid, students are responsible for meeting Satisfactory Academic Progress standards.

SOFTWARE/FILE SUBMISSION REQUIREMENTS:

Plan on turning in paper copies of all assignments. However, if you are unable to print an assignment, I will accept assignments by e-mail. They should be saved in Microsoft Word (.doc or .docx formats). If you are using a different program, save your files in Rich Text Format (.rtf).

Homework must be typed and double-spaced; handwritten homework will not be accepted. If you do not have a home computer, plan on spending some time each week on campus typing your homework. If you need help with the computers, staff members in the Academic Resource Center are available.

COMMUNICATION EXPECTATIONS:

When you communicate with others in this course, you must follow the Student Code of Conduct (<http://www.mccneb.edu/catalog/studentinformation.asp>), which calls for responsible and cooperative behavior.

ACADEMIC HONESTY STATEMENT:

It is illegal to use copyrighted materials—like your textbook, or stories or articles we may read for class—in your work without stating where they are from. This is called plagiarism—stealing another person’s ideas and presenting them as your own. If you plagiarize or cheat, you could fail tests or courses, or be suspended or dismissed from the college. If you have questions about plagiarism or cheating, you can get more information from me or on the library website at <http://www.mccneb.edu/library>. Disciplinary procedures are available in the Advising/Counseling Centers or at http://www.mccneb.edu/procedures/V-4_Student_Conduct_and_Discipline.pdf.

LEARNING SUPPORT

MCC's Academic Resource Centers, Math Centers, and Writing Centers offer friendly, supportive learning environments that can help students achieve educational success. Staff

members in these centers provide free drop-in assistance with basic computing, reading, math, and writing skills. Self-paced, computer-assisted instructional support in reading, vocabulary, typing, English as a Second Language, and online course orientation is also available. Detailed information about the Academic Resource, Math, and Writing Centers is in the Student Handbook, College Catalog, and online at <http://www.mccneb.edu/arc/>.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

If you have a disability that may make it difficult for you to participate in this class, please contact a Disability Support Services Counselor. They are located in the Student Services Office on each campus. Metropolitan Community College will provide reasonable accommodations for persons with documented qualifying disabilities. However, it is the student's responsibility to request accommodations. For further information, please visit <http://www.mccneb.edu/dss/> and/or contact Student Services. Please speak with me as well if you have a disability that you would like me to accommodate.

ASSESSMENT OF STUDENT LEARNING PROGRAM:

Metropolitan Community College is committed to continuous improvement of teaching and learning. You may be asked to help us to accomplish this objective. For example, you may be asked to respond to surveys or questionnaires. In other cases, tests or assignments you are required to do for this course may be shared with faculty and used for assessment purposes.

TECHNOLOGY SUPPORT

For help with student email, passwords, and most other MCC technology, contact the Help Desk at 457-2900 or mcchelpdesk@mccneb.edu.

TECHNOLOGY RESOURCES:

By using the information technology systems at MCC (including the computer systems and phones), you acknowledge and consent to the conditions of use as set forth in the Metropolitan Community College Procedures Memorandum on Acceptable Use of Information Technology and Resources. It is your responsibility as a student to be familiar with these procedures. The full text of the Procedures Memorandum may be found at the following website: http://www.mccneb.edu/procedures/X-15_Technology_Resources_Use.pdf.

IMPORTANT DATES

Please see www.mccneb.edu/sos/enrollman.asp.

ACADEMIC CALENDAR

Please see: www.mccneb.edu/academics/calendar.asp

Date	Class topic(s)	Homework
9/6/11	Welcome! Syllabus, note-taking (heading-to-question)	Read Chapter 1 in <i>Read and Respond</i> . Take notes (due 9/8).
9/8/11	TABE assessment. Note-taking (Cornell)	Read Chapter 2 in <i>Read and Respond</i> . Take notes (due 9/13).
9/13/11	TABE results. Dictionary skills/vocabulary techniques. Complete sentences.	Read chapter 3 in <i>Read and Respond</i> . Take notes (due 9/15). Vocab journal 1 (due 9/20)
9/15/11	Introduce theme; NYT article—previewing, finding the main idea and topic, vocabulary.	Read chapter 4 in <i>Read and Respond</i> . Take notes (due 9/20).
9/20/11	NYT—finding major details, one-sentence summaries, writing summary outlines.	Vocab journal 2 (due 9/27). Read chapter 5 in <i>Read and Respond</i> . Take notes (due 9/22).
9/22/11	Structure of a paragraph. Writing summaries (NYT article summary).	Read chapter 6 in <i>Read and Respond</i> . Take notes (due 9/27).
9/27/11	Structure of an essay. Writing responses (NYT article response).	Vocab journal 3 (due 10/4).
9/29/11	Using new vocabulary words. Narrative writing.	Finish narrative rough draft (make sure to use 5 vocabulary words!). Bring 4 typed copies on 10/4.
10/4/11	Workshopping. Discuss revision. Revisions in class.	Vocab journal 4 (due 10/11). Finish revision of narrative (due 10/6).
10/6/11	Documentary—finding topic, main idea, and major details. Introduce novel.	Read chapters 1-5 in <i>A Long Way Gone</i> (due 10/13).
10/11/11	Documentary—summary outline in class. Write a summary.	Vocab journal 5 (due 10/18). Write response to documentary, using 5 vocab words (due 10/18).
10/13/11	Share narratives. Discuss Ishmael Beah as a narrator and as a character. Discuss novel setting/characters.	Read chapters 6-11 in <i>A Long Way Gone</i> . Do the literary response activity (due 10/20).
10/18/11	Summarizing a narrative. In-class writing.	Vocab journal 6 (due 10/25).
10/20/11	Literary group activities on chapters 6-11. Reading technique: Making predictions. Responding to a narrative. Begin writing narrative response.	Read chapters 12-16 in <i>A Long Way Gone</i> and do response activity (due 10/27). Finish narrative response draft, using 5 vocabulary words (bring 4 typed copies 10/25).
10/25/11	Workshop responses. Discuss revision. In-class revision.	Vocab journal 7 (due 11/1). Finish response revision; type chapter summary and response (due 10/27).
10/27/11	Literary group activities on chapters 12-16. Reading technique: Making inferences.	Read chapters 17-21 in <i>A Long Way Gone</i> and do the literary response activity (due 11/8).
11/1/11	Child soldier re-integration article—in-class reading, summary, and response, making connections to <i>A Long Way Gone</i> .	Vocab journal 8 (due 11/8).
11/3/11	Continued re-integration article activities.	Finish drafts of summary and response from re-integration article. Use 5 vocabulary words. Bring 4 typed copies 11/8.
11/8/11	Literary group activities on chapters 17-21. Discuss conclusion of novel. Workshop response.	Revise summary/response for re-integration article (due 11/15).
11/10/11	Final Summary	
11/15/11	Final Response	
11/17/11	TABE	Have a great break!