

## Spring 2009 ~ RD 115: College Reading: Fri Section

**Instructor:** Dr. Martha J. Bianco (Please call me "Dr. B")      **Phone:** (503) 706-8641 (cell and text)  
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**Office Hours:** M & W 11:30-12:30 & F 12-1 pm (Tabor Rm 122: call/text to so I know you're there – 503-706-8641)      **Class Time & Place:** Fri., 9-11:50 am, SE Center/Tabor Rm 145


### **COURSE DESCRIPTION:**

The purpose of RD 115 is to help students improve their reading vocabulary, rate, and comprehension. Students will also review college success and study skills. The focus of the course includes the formation of efficient reading habits, annotating and highlighting skills, understanding the reading process, vocabulary development through study of word roots and words in context, critical reading and thinking, and adapting one's reading rate to different reading tasks.


### **COURSE PREREQUISITES: (If you have not met these prerequisites – or do not know – please let me know immediately!)**

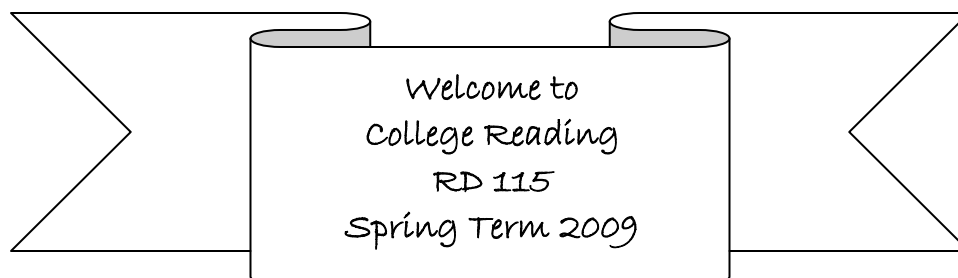
Placement into RD 115 or successful completion of RD 90 with a C or better or successful completion of ESOL 260 (Reading Level 8) or COMPASS score of at least 82 or Asset score of at least 42.

### **TEXTS: (All are available in the bookstore.)**

- Opening Doors: Understanding College Reading**, 5<sup>th</sup> Edition, by Joe Cortina and Janet Elder, 2008.   
*☞ REQUIRED TO BRING TO CLASS EVERY SESSION! ☜*
- The Absolutely True Diary of a Part-Time Indian**, by Sherman Alexie, 2007. *☞ SUGGESTED TO BRING TO CLASS!*
- Vocabulary Connections: Book II – Word Parts**, Marianne C. Reynolds, 1998.

### **OTHER REQUIRED MATERIALS: (Please note that most of these items are required; I will check them during Week 2.)**

- 3-ring notebook or binder** with pocket dividers for organizing materials for this class
- Writing and study supplies** (*have these ready to go, on your desk, at the beginning of each class session*):
  - lined notebook paper** for taking notes and writing essays in class
  - at least **two highlighters** of at least **two different colors** 
  - presharpened pencils** (please do not use class time to sharpen pencils)
  - blue- or black-inked pens** (do not do assignments or quizzes with red or purple ink)
  - 3m Post-it® flags** (large enough to write on)
  - optional:** bookmarks; erasers; "Wite-Out"; portable 3-ring hole punch; portable stapler; paper clips; note cards; good collegiate dictionary (Merriam-Webster's or American Heritage)
- An e-mail account** (You will automatically receive a MyPCC account as a registered PCC student; **this is what I will use to communicate with you.** I will show you how to set up forwarding if you prefer a different address; ask me if you need additional help.)
- Computer, Internet, and printer** access (PCC computer lab, at home, at work, library, etc.)



**CLASS POLICIES: (Consider the following to be your contractual obligation as a student in this class.)**

**Attendance:** Regular attendance is required. You may be absent a total of **two times**. After these two, you will **lose 100 points for each additional absence**. For emergencies, contact me.

**Tardies:** Be on time and stay until the end of class. You may be up to **10 minutes late** a total of **two times**. After these two, you will **lose 50 points for each additional tardy**. **Each time you are more than 10 minutes late, you lose 50 points.** Leaving class for any reason before dismissal, whether you return or not, is also treated as a tardy. For emergencies, contact me.

**Assignment Due Date:** Homework is due in class, on my desk, before I take roll; **otherwise, it is counted as late**. You may turn in **one assignment up to one week late**; this will be **docked 25%**. The following are **unacceptable excuses for not getting homework in on time**: any and all technology-related problems; forgetting/leaving your homework somewhere; not having the book(s); losing the weekly assignment sheet; not checking online. For actual emergencies, contact me.

**Quizzes and Make-Ups:** Expect to take a quiz or participate in graded activities at the beginning of **each class session**. You are allowed to **make up one quiz within one week** of missing it; this will be **docked 25%**. **You may not make up the final without a doctor's excuse**. There is no way to make up in-class graded activities; however, you may take advantage of extra credit or "free throw" opportunities. For emergencies, contact me.

**"Free Throws" & Extra Credit:** Under the category of "life happens," I will "throw out" your lowest quiz grade (this doesn't include the final). I also provide numerous opportunities for extra credit for students who have a turn of bad luck.

**Withdrawing:** You are responsible for **withdrawing** from this class by the following deadlines: **for a full refund and no grade** recorded on your transcript, **April 10**; **for no refund and no grade** recorded on your transcript, **April 24**; **for no refund and a "W"** recorded on your transcript, **May 22**. Students not withdrawing by May 22 will receive whatever grade their work merits, according to the grading policy in this syllabus. **Please note that only you can withdraw from a class; the instructor cannot do that for you.**

**Grading:** Students will be graded on a curve *or* according to the following scale, whichever procedure is the most advantageous for the majority of the students. **You must pass this class with at least a C to go into WR 121**. You may change your grade to a P/NP prior to **May 22**. You must get a **C** in order to receive a **P**. You **may not** choose the P/NP option to get into WR 121. (For these reasons, the P/NP option is not of much use for most students.)

90-100% = **A**      80-89% = **B**      70-79% = **C**      60-69% = **D**      < 59% = **F**

**Academic Honesty:** Give credit where credit is due. It is against college policy to use the **words or ideas** of another person, **including another student**, without giving that person credit. Students may study together, but each person should do his or her own work. **I will notice if students copy one another!** If you engage in academic dishonesty of any kind, you will receive a verbal warning and **0 points** on the assignment or quiz. You may also receive an "F" in the course or even suspension from the College. **Please read the section on "Academic Integrity Policy" in PCC's Student Rights and Responsibilities, p. 9-11, at <http://www.pcc.edu/about/policy/student-rights/student-rights.pdf>.**

**Cell Phones & MP3 Players:** Put away cell phones and other devices. The use of cell phones (incl. texting), PDAs, mp3 players, or other electronic devices is prohibited in class. Set your phones to **silent** and **store all electronics out of sight**. You will **lose 50 points every time** one of the following occurs: **(1)** If you **use an electronic device** in any way, shape, or form during class or **(2)** if you **forget to silence** your phone at the beginning of class and it rings, beeps, or makes any other kind of sound. You are allowed one free infraction of either rule. For emergencies, contact me.

**Talking in Class:** Please refrain from talking to other students during class unless as part of a group discussion activity. **1<sup>st</sup> infraction:** warning; **2<sup>nd</sup> infraction:** new seat assignment; **3<sup>rd</sup> infraction:** permanent seat assignment. For concerns about this policy, please contact me.

**Class E-Mail and Web Site:** Read your e-mail and check the class web site **regularly** – *at least* one day before & after each class. Student account, e-mail, printer, internet or any other technology-related problems are **unacceptable excuses** for not staying abreast of course-related e-mail and web materials, and **such problems will negatively affect your grade**. I will use **only your MyPCC e-mail address**. I will show you how to set up forwarding should you prefer an alternate address. **Ask me if you need help.**

**ADA Accommodation:** Any person with a disability as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, will receive reasonable accommodation to ensure equal access to educational activities associated with this class. See <http://www.pcc.edu/resources/disability/services/> for more information.

**Contact Me!! When in doubt, ask!** You can *always* contact me **24/7** by texting **503-706-8641** (quickest response), e-mailing me (*usually* checked very frequently throughout the day) at **biancom@Q7.com** or **martha.bianco15@pcc.edu** or calling me at **504-706-8641** (expect to go to voicemail and receive a later response). Please be aware that my phone is always set to silent, so if I am busy, asleep, or otherwise unavailable, just leave me a message, and I'll get back to you! You can always meet me **without an appointment during my office hours** (see above) and at **other times by arrangement**. I can also meet you in **online chat rooms for real-time assistance**, as well. Contact me for information.

#### **ASSIGNMENT INFORMATION:**

**Assignment Packet:** Each week you will receive a **Weekly Assignment Packet**, which will contain specific directions for the week's homework, along with an **Answer Sheet**, which you are to **turn in to my desk, before roll**. We will go over the exercises in class. **The Weekly Assignment Packet will always be posted online as well, in case you miss class.**

**Opening Doors Exercises (160 pts)** Your Weekly Assignment Packet will indicate which of the exercises and reading selection(s) in each chapter of *Opening Doors* you are to do and answer on the Answer Sheet.

**Group Discussions (160 pts)** Your Weekly Assignment Packet will include small group discussion questions and/or critical thinking activities for that week, with space on the Answer Sheet for you to provide your answers for small group discussion & activities. **If you aren't prepared, you won't be able to participate and won't get credit.**

**Novel Study (80 pts)** We will work our way through an in-depth analysis of *The Absolutely True Diary of a Part-Time Indian*, engaging in various projects and short writing exercises on a weekly basis. Your Weekly Assignment Packet will include study and project questions on the Answer Sheet.

**Vocabulary Roots (80 pts)** Your Weekly Assignment Packet will indicate which words and word roots you should concentrate on in *Vocabulary Connections*. Answers to the exercises in each chapter are found in the back of the book.

**Weekly Quizzes (320 pts)** Every week, you will take a short quiz over the reading skill subject matter in the chapter you are reading in *Opening Doors*, the vocabulary you are working on from the chapter in *Vocabulary Connections*, and material in *The Absolutely True Diary of a Part-Time Indian*. Your Weekly Assignment Packet will serve as a guide for what you need to know for the weekly quiz.

**OLC "Quizzes" (80 pts)** You can access the Online Learning Center (OLC) from our web site or at [http://highered.mcgraw-hill.com/sites/0073407135/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0073407135/student_view0/index.html). For each chapter in *Opening Doors*, there is a "quiz" on the third reading selection as well as a chapter review "quiz," covering the reading skills concepts in the chapter. You are to do **both of these online "quizzes" each week**. Please submit and e-mail the results to yourself; **print out and turn in just the first page of both e-mails on my desk, before roll. I will not give credit for OLC assignments that are e-mailed to me**, and I ask you to save paper by not printing out the entire e-mail you receive.

**Final Exam (120 pts)** The final exam is comprehensive, although at least half of it will concentrate on Chapters 8-9 from *Opening Doors*. There will be comprehension questions about *The Absolutely True Diary of a Part-Time Indian*, as well as vocabulary questions from *Vocabulary Connections*. **You will receive a practice test in advance.**

<b>WEEK 1</b>		<b>INTRODUCTION &amp; COLLEGE SUCCESS</b>	
In Class on April 3		Homework Due for April 10	
<input type="checkbox"/> Introduction <input type="checkbox"/> College Success Activities <input type="checkbox"/> "Saved" by Malcolm X		<input type="checkbox"/> Complete & Turn In Week 2 Assignment Packet <input type="checkbox"/> Bring in School Supplies for Checking <input type="checkbox"/> Respond to Dr. B's E-Mail with Subject "Autobiography"	
<b>WEEK 2</b>		<b>UNDERSTANDING THE READING PROCESS &amp; VOCABULARY BUILDING</b>	
In Class on April 10		Homework Due for April 17	
<input type="checkbox"/> Weekly Quiz <input type="checkbox"/> In-class check Answer Sheet <input type="checkbox"/> School Supply Check <input type="checkbox"/> Collaborative group discussion		<input type="checkbox"/> Complete & Turn In Week 3 Assignment Packet	
<b>WEEK 3</b>		<b>READING TEXTBOOKS &amp; FOLLOWING DIRECTIONS</b>	
In Class on April 17		Homework Due for April 24	
<input type="checkbox"/> Weekly Quiz <input type="checkbox"/> In-class check Answer Sheet <input type="checkbox"/> Collaborative group discussion		<input type="checkbox"/> Complete & Turn In Week 4 Assignment Packet	
<b>WEEK 4</b>		<b>DETERMINING THE TOPIC &amp; MAIN IDEA</b>	
In Class on April 24		Homework Due for May 1	
<input type="checkbox"/> Weekly Quiz <input type="checkbox"/> In-class check Answer Sheet <input type="checkbox"/> Collaborative group discussion		<input type="checkbox"/> Complete & Turn In Week 5 Assignment Packet	
<b>WEEK 5</b>		<b>FORMULATING IMPLIED MAIN IDEAS</b>	
In Class on May 1		Homework Due for May 8	
<input type="checkbox"/> Weekly Quiz <input type="checkbox"/> In-class check Answer Sheet <input type="checkbox"/> Collaborative group discussion		<input type="checkbox"/> Complete & Turn In Week 6 Assignment Packet	
<b>WEEK 6</b>		<b>IDENTIFYING SUPPORTING DETAILS</b>	
In Class on May 8		Homework Due for May 15	
<input type="checkbox"/> Weekly Quiz <input type="checkbox"/> In-class check Answer Sheet <input type="checkbox"/> Collaborative group discussion		<input type="checkbox"/> Complete & Turn In Week 7 Assignment Packet	
<b>WEEK 7</b>		<b>RECOGNIZING AUTHORS' WRITING PATTERNS</b>	
In Class on May 15		Homework Due for May 22	
<input type="checkbox"/> Weekly Quiz <input type="checkbox"/> In-class check Answer Sheet <input type="checkbox"/> Collaborative group discussion		<input type="checkbox"/> Complete & Turn In Week 8 Assignment Packet	
<b>WEEK 8</b>		<b>READING &amp; THINKING CRITICALLY</b>	
In Class on May 22		Homework Due for May 29	
<input type="checkbox"/> Weekly Quiz <input type="checkbox"/> In-class check Answer Sheet <input type="checkbox"/> Collaborative group discussion		<input type="checkbox"/> Complete & Turn In Week 9 Assignment Packet	
<b>WEEK 9</b>		<b>READING &amp; THINKING CRITICALLY (CONT'D)</b>	
In Class on May 29		Homework Due for June 5	
<input type="checkbox"/> Weekly Quiz <input type="checkbox"/> In-class check Answer Sheet <input type="checkbox"/> Collaborative group discussion		<input type="checkbox"/> Complete & Turn In Week 10 Assignment Packet	
<b>WEEK 10-11</b>		<b>READING &amp; THINKING CRITICALLY (CONT'D)</b>	
In Class on June 5:		<input type="checkbox"/> Weekly Quiz <input type="checkbox"/> In-class check Answer Sheet <input type="checkbox"/> Critical Thinking Activities <b>NO HOMEWORK FOR WEEK 11: STUDY FOR FINAL (TIME TBA)</b>	