English 21: Developmental Reading Course Syllabus
Fall 2006
M/W: 10:30 a.m.-11:45 a.m.
TLC L-02

Instructor: Laura Lees
Phone: 984-3475
Fax: 249-8592
Email: llees@hawaii.edu
Office: TLC C-04
Office Hours: M: 3 p.m.-4 p.m.; T/Th: 9 a.m.-10 a.m. and 3 p.m.-4 p.m.; or by appointment

Course Required Text: The Effective Reader by D.J. Henry

Course Description
The purpose of this course is to improve your reading skills through the practice of vocabulary enrichment, reading comprehension exercises, speed reading strategies, written responses, discussions, and reflections. Exploring and examining the entire reading process, you will become a more confident, independent, effective, and efficient reader.

Learning Outcomes
Once you have completed this course you will be able to demonstrate the following skills:
1) Identify the topic and purpose of a reading sample
2) Distinguish between main ideas and supporting details
3) Locate specific information
4) Distinguish between stated and implied ideas; make inferences
5) Draw conclusions and predict outcomes
6) Recognize the structure and organization of paragraphs
7) Use strategies to think critically about reading
8) Use various reading aids such as the dictionary
9) Use appropriate technology to enhance reading comprehension, reading speed, and vocabulary development
10) Demonstrate techniques for improving vocabulary such as using contextual clues, word parts, and other reading devices

Assessment
I. Participation (120 points)
The success of this course relies on your participation. Whether you are working in group activities, individual workshops, or class discussions, you must be present and active. For every absence, you will lose 4 points, and for every late, you will lose 1 point.

II. Homework (340 points)
Homework will consist of reading, book work, various other types of independent assignments, and group assignments. You will be responsible for getting and completing all homework assignments. Due dates for each assignment will be determined during the course of the semester. Late work will receive point penalties and might not be accepted.

III. Vocabulary Work (60 points)
You will be responsible for ten lists of ten words (6 points per list). At the beginning of the week you will be responsible for writing down each word from the list, copying a correct definition for each word, and creating a sentence using that word. Vocabulary assessment activities will vary from quizzes and group work to individual exercises and computer program work.

V. Quizzes (180 points)
You will be responsible for nine of the ten quizzes (each worth 20 points) over the course of the semester. You may drop your lowest quiz grade if you take all 10. These quizzes will cover reading comprehension techniques, reading passages, speed-reading strategies, and vocabulary lists we have reviewed in class. The date and requirements for each quiz will be determined during the semester.

VI. Reading Project I (60 points) and Reading Project II (80 points)
We will have two reading projects throughout the semester. Each reading project will require a written proposal at the beginning and a final paper at the end of each project. The purpose of
each reading project is to give you an opportunity to read material that interests you and apply the reading skills you have learned.

VII. Midterm (80 points) and Final Exam (80 points)
The midterm and final exam will cover vocabulary and reading skills we have covered in class.

Service Learning Option: You may choose to do community service in place of two of the essays and/or other work. Details for point values will be tailored to each project and determined before the service begins. Similar to an internship, the Service-Learning program must connect your service project with class material and the desired outcomes of the course. We will work together to find a program that fits your needs as well as the needs of the course.

Requirements:
1. 20 hours of service (This may include training.)
2. You must make contracts with agency volunteer coordinator or director.
3. You are responsible for filling out the required paperwork prior to the first visit.
4. You will need to keep a time log and a reflective journal.
5. At the end of the program, you will write a summary paper about the experience.

Grading System
A = 1000-900 points
B = 899-800 points
C = 799-700 points
D = 699-600 points
F = 599-0 points

We will have to work as a class, in small groups, and individually. In order to foster a safe community of learning and sharing, we need to establish guidelines that enforce respect. Listed below are some rules I find necessary to begin such an environment. As a class, we may want to set up further guidelines for discussions, workshops, or assignments.

1) Turn off all cell phones and pagers before entering class.
2) If you are late, please enter quietly without disturbing the activity in progress.
3) You are responsible for all information you might have missed due to any absences or tardiness.
4) Show respect for others while they are speaking, working, or listening.
5) Plagiarism may result in failure of the course.

Please refer to the Course Catalog to find the Maui Community College Student Conduct Code for University policies and general information.

Note: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodations for this class, please notify Lisa Deneen – Special Needs Coordinator, ay 984-3496 or Telecommunication Device for the Deaf (TDD) 984-3325 or the Text Telephone (TT) replay service at 643-8833. The Office of the Special Needs Coordinator will verify your disability and provide the course instructor with recommendations for appropriate accommodations.

TENTATIVE COURSE SCHEDULE FOR ENGLISH 21
Week 1: Introduction to course
   Ch.1: A Reading System for Effective Readers

Week 2: Ch.2: Vocabulary Skills
   “One Person’s Path to Literacy” p.628
   Quiz #1

Week 3: No Class on Monday
   Turn in Vocabulary list 1
   Quiz #2
Week 4: Ch.3: Stated Main Ideas
   “Managing Your Time” p.697
   Turn in Vocabulary list 2
   Quiz #3

Week 5: Ch.4: Supporting Details
   “My Best Friend, Joe” p.681
   Reading Project #1 Proposal due
   Turn in Vocabulary list 3
   Quiz #4

Week 6: Ch.5: Outlines and Concept Maps
   “Time to Look and Listen” p.665
   Reading Project #1 Workshop

Week 7: Ch.6: Transitions and Thought Patterns
   “The Day Language Came Into My Life” p.673
   Reading Project #1 due
   Turn in Vocabulary List 4
   Quiz #5

Week 8: Review
   Turn in Vocabulary list 5
   Midterm Exam

Week 9: Ch. 7: More Thought Patterns
   “A World Safe for Babies” p.689

Week 10: Ch.8: Implied Main Ideas and Implied Central Ideas
   Ch.11: Inferences
   Turn in Vocabulary list 6
   Quiz #6

Week 11: Ch.9: Fact and Opinion
   Ch.10: Tone and Purpose
   “Native American Sports Mascots” p.635
   Turn in Vocabulary 7
   Quiz #7

Week 12: Ch12: The Basics of Argument
   “Curbing College Drinking Starts with a Change in Attitude” p.658

Week 13: Ch. 13: The Advanced Argument: Persuasive Techniques
   Turn in Vocabulary 8
   Quiz #8

Week 14: Speed Reading, Test Taking, and Study Skills
   Turn in Vocabulary list 9
   Quiz #9

Week 15: Reading Project #2 proposal due
   Reading Project Workshops

Week 16: Review
   Reading Project #2 due
   Turn in Vocabulary list 10
   Quiz #10

Week 17: Final Exam on Monday, December 11, 2006 (10:30 a.m. -12:30a.m.)
Vocabulary List #1
adhere
coherence
deficiency
express
proficient
random
specific
subordinate
unique
variation

Vocabulary List #2
ambiguous
compelling
contemporary
deduce
dignity
eliminate
emerge
intense
neglect
practical

Vocabulary List #3
coercion
cohesive
fallacy
indicate
irrational
nominal
prevail
replenish
repress
substandard
List 5
-certainty
-compatibility
-conclude
-distinction
-embellish
-enduring
-enriched
-imply
-inappropriate
-infer
Vocabulary List 6
conducive
ensure
incessant
literal
menace
navigate
prior
prototype
reprehensible
wit

Vocabulary List 7
concise
docile
excerpt
harness
inherent
peculiar
reprehensible
sarcastic
tedious
ultimate
Maui Community College; University of Hawaii System, Kahului, HI  
Spring 2006 English 210/WI, Expository Writing II  
CRN 46453    M & W 10:30-11:45 a.m. KAA 109 Cable T.V.  
Prerequisite: English 100 with at least a C

Instructor: Renée Riley, Ph.D.  
Office: L07  
Phones: w. 984-3435 (24-hour voice mail)  
E-mail: rriley@hawaii.edu  
FAX: (808) 249-8592 (Include your name and mine)  
Mailboxes: in C-01 (right inside the door) – and – in the faculty/staff mailroom (bottom floor of the MCC Library) mailbox #118.  
Office hours: M & W 1:30-2:30 p.m., T & Th 10:30-11:30 a.m. and by appointment.

English 210, Expository Writing II: Course Description - Continues work in expository writing. Practices inventing, developing, organizing, and communicating complex theses and analyses. Emphasizes critical thinking and research in students’ field of study.

Required Text:  

Recommended Texts:  
MLA Handbook or APA Handbook

Recommended Supplies: three-ring binder with dividers and - to use the TLC & Business computer labs for printing - a “Pharos” card

WI – Writing Intensive – Meets UH requirements as a writing intensive class. Each student will write at least 5,000 words (about 20 typed double-spaced pages) of formal prose during the semester. The Learning Center staff and I offer you writing assistance.

Writing Intensive Learning Goals  
As they complete the course, students will -

- Write well-reasoned compositions that reveal the complexity of the topic they have chosen to explore or argue  
- Read for main points, perspective, and purpose; evaluate the quality of evidence, negotiate conflicting positions, and analyze the effectiveness of a text’s approach, in order to integrate that knowledge into their writing  
- Choose language, style, and organization appropriate to particular purposes and audiences  
- Synthesize previous experience and knowledge with the ideas and information they encounter as they read and discover as they write  
- Use sources such as libraries and the Internet to enhance their understanding of the ideas they explore or argue in their writing; analyze and evaluate their research for reliability, bias, and relevance  
- Use readers’ responses as one source for revising writing  
- Use standard disciplinary conventions to integrate and document sources
- Edit and proofread in the later stages of the writing process, especially when writing for public audiences. Control such surface features as syntax, grammar, punctuation, and spelling.

**Student Learning Outcomes for English 210:**
On successful completion of English 210, students will demonstrate the following skills –

**Standard 1 - Written Communication**

<table>
<thead>
<tr>
<th>Outcome 1.1</th>
<th>Use writing to discover and articulate ideas.</th>
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<tbody>
<tr>
<td>Outcome 1.2</td>
<td>Identify and analyze the audience and purpose for any intended communication.</td>
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<tr>
<td>Outcome 1.3</td>
<td>Choose language, style, and organization appropriate to particular purposes and audiences.</td>
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<tr>
<td>Outcome 1.4</td>
<td>Gather information and document sources appropriately.</td>
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<td>Outcome 1.5</td>
<td>Express a main idea as a thesis, hypothesis, or other appropriate statement.</td>
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<tr>
<td>Outcome 1.6</td>
<td>Develop a main idea clearly and concisely with appropriate content.</td>
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<td>Outcome 1.7</td>
<td>Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.</td>
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<tr>
<td>Outcome 1.8</td>
<td>Demonstrate proficiency in revision and editing.</td>
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<tr>
<td>Outcome 1.9</td>
<td>Develop a personal voice in written communication.</td>
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**Standard 3 - Information Retrieval and Technology**

<table>
<thead>
<tr>
<th>Outcome 3.1</th>
<th>Use print and electronic information technology ethically and responsibly.</th>
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<tr>
<td>Outcome 3.2</td>
<td>Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.</td>
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<td>Outcome 3.3</td>
<td>Recognize, identify, and define an information need.</td>
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<tr>
<td>Outcome 3.4</td>
<td>Access and retrieve information through print and electronic media, evaluate the accuracy and authenticity of that information.</td>
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<tr>
<td>Outcome 3.5</td>
<td>Create, manage, organize, and communicate information through electronic media.</td>
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<tr>
<td>Outcome 3.6</td>
<td>Recognize changing technologies and make informed choices about their appropriateness and use.</td>
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**Standard 5 - Critical Thinking**

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<thead>
<tr>
<th>Outcome 5.1</th>
<th>Identify and state problems, issues, arguments, and questions contained in a body of information.</th>
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<tr>
<td>Outcome 5.2</td>
<td>Identify and analyze assumptions and underlying points of view relating to an issue or problem.</td>
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<tr>
<td>Outcome 5.3</td>
<td>Formulate research questions that require descriptive and explanatory analyses.</td>
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**Outcome 5.4** - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.

**Outcome 5.5** - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.

**Outcome 5.6** - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.

**Outcome 5.7** - Synthesize information from various sources, drawing appropriate conclusions.

**Outcome 5.8** - Communicate clearly and concisely the methods and results of logical reasoning.

**Outcome 5.9** - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.

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**Important due dates:** (For each research report, present a Researcher’s Binder that includes all copies of sources (besides our texts) to verify accuracy in your research, a Works Cited listing, plus drafts, peer review sheets, and grading grids).

- **W 2/1 - *Due:** “Me” - Short Report #1 (1 ½ -2 pages, double spaced, 12 font) – introduce yourself; include one or two sources about your name, ethnicity, background, experience, or?; use MLA documentation style
- **W 2/8 - *Due:** Opinion Report #2 by 4:15p.m. in one of my mailboxes
- **M 2/27 - *Due:** Opinion Research Report #3.
- **W 3/8 - **Due:** Research paper on drugs, Report #4, use citations from Barnet & Bedau and at least one other source.
- **M 3/13 - **Midterm Exam – traditional take home or creative presentation.
- **W 3/22 - ***Due:** Research paper on the war in Iraq, Report #5, use citations from Barnet & Bedau and at least two other sources.
- **W 4/5 –**Check: Research Background for Your Local Problem/Solution Paper, Research #6 – report in class and get feedback.
- **M 4/10 - *Due:** Survey for your local problem/solution paper.
- **W 4/12 - **Due:** Proposal for Local Problem/Solution Paper, Research #6.
- **M 5/1 - *** Due:** Local Problem/Solution Paper, Research #6 – and send a copy to someone who could make the requested change: extra-credit for a response. In-class: Local Problem/Solution Presentations.
- **W 5/3 - In-class:** Local Problem/Solution Presentations.
- **M 5/8 - **Final Examination** - “Celebration of Learning” 10:30-12:30

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**Daily Schedule/ Week I**

- **M 1/9 –** Introduction to course and to each other. Off-site students – send your introduction in to our WebCT.
• W 1/11 - *Read in Barnet & Bedau: King’s “I Have a Dream” p. 287-291. **WebCT posting due before class; answer one of the “Topics for Critical Thinking and Writing” p. 291; include the number you answer; you earn extra-credit if your answer is used in class. *In-class: introduce self (may use props) about 2-3 minutes.  Sign up for presentations - http://marylaine.com/exlibris/archive.html or other good source sites.

Week II

• M 1/16 – Dr. Martin Luther King, Jr. Day – no classes.
• W 1/18 - *Read in Barnet & Bedau: “A Call For Unity” and King’s “Letter from a Birmingham Jail,” p. 292-308.  *Due: WebCT posting; answer in about 200 words one of the “Topics for Critical Thinking and Writing” p. 308; include the number you answer; you earn extra-credit if your answer is used in class.  Hoax of the day.

Week III

• M 1/23 - **Read in Barnet & Bedau: George Orwell’s “Shooting An Elephant” p. 380-286.”  *Due: WebCT posting; answer in about 200 words one of the “Topics for Critical Thinking and Writing” p. 308; include the number you answer; you earn extra-credit if your answer is used in class.  In-class: Guest Speaker: MCC Librarian Ellen Paterson.  Presentation:  Good source (ExLibris).
• W 1/25 -  **Read: Alice Walker’s “Am I Blue?” (see our WebCT handouts).  *Due: WebCT posting in discussions.  Presentation:  Good source (ExLibris or other.  How do you know it’s good?).  *Due: Exploratory draft – “Me” - Short Report #1 (1 ½ -2 pages, double spaced, 12 font) – introduce yourself; include one or two sources about your name, ethnicity, background, experience, or ?; use MLA documentation style.

Week IV

• M 1/30 -  *Read in O’Neill:  “Interview with Serman Alexie” p. 252-255 & Alexie’s “Water” p. 256-259.  *Due: WebCT posting; answer in about 200 words one question on p. 260; include the number you answer; you earn extra-credit if your answer is used in class.  *Due: Working draft – “Me” - Short Report #1 (1 ½ -2 pages, double spaced, 12 font)– introduce yourself; include one or two sources about your name, ethnicity, background, experience, or ?; use MLA documentation style.  Peer review via WebCT.
• W 2/1 - *Due:  “Me” - Short Report #1 (1 ½ -2 pages, double spaced, 12 font)– introduce yourself; include one or two sources about your name, ethnicity, background, experience, or ?; use MLA documentation style.  *Read in O’Neill: Chapter 3: “More Than Meets The Eye: Perspectives On Popular Images” p. 129-137.  Before the end of class suggest three possible topics for Report #2.

Week V


Week VI


Week VII

- M 2/20 – Presidents’ Day – no classes.

Week VIII

- W 3/1 - ** Read in Barnet & Bedau: Chapter 7, “Drugs: Should Their Sale and Use Be Legalized?” essays – Friedman’s “There’s No Justice in the War on Drugs” p. 118-120 & Currie’s “Toward a Policy on Drugs” p 120-130. *Due: WebCT posting from one topic on p.117 or on 131.

Week IX

- M 3/6 - **Due: Exploratory draft of Research paper on drugs, Report #4, use citations from Barnet & Bedau and at least one other source. ** Read in Barnet & Bedau: Chapter 8, Anscombe’s “The Just War: What Are the Criteria” p.132-133 & Steinfels’ “The Just War Tradition and the Invasion of Iraq” 133-136 & Lopez’s “Iraq and Just-War Thinking” p. 136-140. *Due: WebCT posting from one topic on p.133, 136,or 140-141.

Week X

- M 3/13 - **Midterm Exam – traditional take home or creative presentation.
• W 3/15 – Conferences – sign up to see me in my office if you are on island or by phone: no regular class today.

Week XI

• W 3/22 - ***Due: Research paper on the war in Iraq, Report #5, use citations from Barnet & Bedau and at least two other sources. **Read in O’Neill: Nolen’s “Religion and Jesus are Popular Now” p. 243-245. *Due: WebCT posting; answer in about 200 words one question on p. 245. *Propose topics for your local problem/solution paper.


Week XIII


Week XIV –


Week XV

Week XVI

- M 4/24 - **Working draft of your Local Problem/Solution Paper, Research #6.

Week XVII

- M 5/1 - *** Due: Local Problem/Solution Paper, Research #6 – and send a copy to someone who could make the requested change: extra-credit for a response. In-class: Local Problem/Solution Presentations.
- W 5/3 - In-class: Local Problem/Solution Presentations. Final day of class.

Week XVIII - Final Examination Week

- M 5/8 - Final Examination - “Celebration of Learning” 10:30-12:30 traditional or creative presentations.

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Notice: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodations in this class, please notify Shane Payba – Special Needs Coordinator at 984-3496 or Telecommunication Device for the Deaf (TDD) 984-3325 or the Text Telephone (TT) replay service at 643-8833. That office will verify your disability and provide the course instructor with recommendations for appropriate accommodations.

Grading: Assignments and essays will be scored depending on the quality, content, and form of the work submitted.

Attendance and Participation 10%
WebCT Responses 15%
Research Papers & Researcher’s Notebook 45%
Midterm Examination 15%
Final Examination 15%
Total 100%

F grade: MCC assigns the F; make sure you withdraw officially from class if you decide to leave before the end of the semester.

Note: This schedule is subject to change. Get the telephone numbers of a few classmates. In case you are absent, you can check what you missed with your classmates.

Word Processing: Some (15 wpm) keyboarding skill before you begin this class is highly recommended. You are required to word process your essays.

Record Keeping: Keep your drafts, sources, research papers, and checked work.

The MCC Learning Center: The TLC is a wonderful resource for tutors, study materials, and computers. The Business Computer lab is also available for your use.

Frequently Asked Questions:

1. Do I need to come to class? Yes, your attendance, participation, and punctuality are essential for a good grade in this class. Writing involves sharing and communication; we need your energy and ideas.
2. **What if I turn in an assignment late?** Unless special arrangements have been made with me, a major essay will lose twenty base points of the 100 possible if it is late or lose thirty base points if it does not meet the assignment guidelines. Late daily assignments will not receive credit.

3. **What’s the best way to do well in English 210?** Start early. Have a plan. Be motivated, question, research, research, research and write, write, write. Dr. Samuel Johnson said, "What is written without effort is, in general, read without pleasure." Writing—good writing—is hard to do, but it is a powerful skill you will use in many ways throughout your life.

**Class Etiquette:**

1. Please arrive before class begins so you have time to settle in, talk to others in the class, review, and get ready to participate.
2. If you do arrive late, take a seat quietly with the least possible interruption of our class.
3. Make sure all cell phones and beepers are turned OFF!
4. **Please press the microphone button when you speak; otherwise your distance classmates will not be able to hear you.**
5. Please do not talk during lecture, speaker presentation, or other times that will interrupt others. If you have a question, please ask at an appropriate time.
6. Please wait until the class is dismissed before closing books, standing up, talking, or Food and drinks are not allowed at the computers. One mistake can ruin our expensive tools.

**Student Conduct and Course Policy:** Please show respect for others and yourself. If you are having any problems, please see me so we can clear up misunderstandings early. Check the student handbook for the official policy regarding students’ rights and conduct. **Notice:** MCC is a smoke-free campus except for specifically designated areas. **Disclaimer:** Research and essays often bring up issues and situations that do not necessarily reflect the opinion of the instructor.

**Conferences:** Come see me if you have questions about your writing or our class. One conference is required.

**The purpose of this class is for you to gain knowledge, enjoyment, and necessary skills in research and term paper writing.**

**Welcome to English 210WI!**