



## COURSE SYLLABUS – Fall 2020

### READ 0123 Critical Academic Reading

#### COURSE INFORMATION:

<b>Section:</b> 104 <b>Start Date:</b> August 17, 2020	<b>CRN:</b> 13965 <b>End Date:</b> December 13, 2020
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**Format:** Blended

This is a service-learning section – see page 4 for more details

#### *Class Meetings*

**Day(s) and Time(s):** Tuesday 9:30-10:50 – on campus; Thursday 9:30-10:50 - virtual

**Campus/Room Number:** MC 529 and Zoom

#### CONTACTING YOUR PROFESSOR:

**Instructor:** [REDACTED]

**Phone:** (918)401-9688 (you can also text this number, though I may not be able to text back right away)

**Email:** [REDACTED]

You can call, text, or email this number during my office hours and expect a fast response. If you call, text, or email me outside my office hours, I may be able to answer right away, but I reserve up to 24 hours to reply during the week. I do not generally check email or answer phone calls on the weekends.

#### VIRTUAL OFFICE HOURS

Tuesdays: 2:00-3:00pm

Thursdays: 2:00-3:00pm

Fridays: 11:00-12:00pm

I can meet you via Zoom during any of these times if you'll let me know in advance when you'd like to meet. I can also reply to phone calls, texts, or emails quickly during these times.

#### *School Office Information*

**School:** TCC School of Communications, English & World Languages

**Campus/Office Number:** Northeast Campus Room AB 270

**Phone:** (918) 595-7089

#### STUDENT SUPPORT:

##### *Campus Access*

To align with CDC guidelines for social distancing and in-person gathering limits, students will have limited access to learning spaces on campus for study, technology use, and testing. Please monitor the TCC website @ [www.tulsacc.edu](http://www.tulsacc.edu) for the most up-to-date information about campus access. A complete list of how to access services, supports, and resources is available @ [www.tulsacc.edu/campus-life/campus-safety/coronavirus/college-updates/students](http://www.tulsacc.edu/campus-life/campus-safety/coronavirus/college-updates/students). If you do not see a resource that you need to be successful in completion of this course, contact me or Call2000 at

918.595.2000 or email at [call2000@tulsacc.edu](mailto:call2000@tulsacc.edu). If you do not have Microsoft Office (Word, Excel, PowerPoint, etc.), you can download it from MyTCC on the My Account tab. Look for the “Student Software Downloads” link in the Student Quick Links.

**Technical Support**

Call2000 at 918-595-2000 or email [call2000@tulsacc.edu](mailto:call2000@tulsacc.edu) for help with technology, such as Blackboard, TCC email, or MyTCC.

**Academic & Student Services**

Information about [Student Resources](#) is available on the TCC Website, and Safety and Wellness information is available on the [MyTCC Safety and Wellness page](#).

**COURSE DESCRIPTION AND PREREQUISITES:**

**Course Catalog Description**

Provides students an opportunity to enhance skills and techniques taught in Reading Foundations I or Intro to Academic Reading. Emphasizes locating central themes and / or main ideas, distinguishing between major and minor details, drawing logical conclusions, and recognizing purpose and tone.

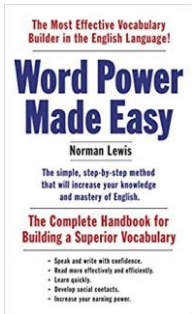
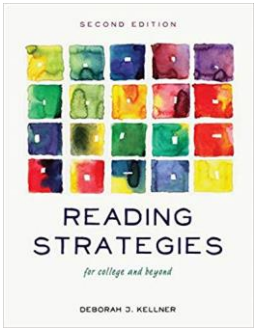
**Course Prerequisites**

- You have passed ENGL 0903 - Reading Foundations 1 or READ 0113 – Intro to Academic Reading with a grade of “C” or better, or
- You have gotten an appropriate placement score from ACT or Accuplacer Next Generation.

**Next Course in Sequence**

There is no specific “next class” after Critical Academic Reading. This class is a proficiency requirement. That means you have to pass this class in order to take most of the General Education classes.

**TEXTBOOKS, SUPPLIES, & OTHER RESOURCES:**

	
<p><b>Required:</b> <i>Word Power Made Easy</i> Author: Norman Lewis</p>	<p><b>Required:</b> <i>Reading Strategies for College and Beyond</i> Author: Deborah Kellner</p>

You may purchase books at the TCC Follett Bookstore.

<p><b>Supplies</b></p> <ul style="list-style-type: none"> <li>• 3-ring binder or notebook to hold notes, handouts, and assignments</li> <li>• Loose-leaf notebook paper – no spiral notebook paper</li> <li>• Pens and pencils</li> <li>• Highlighters – different colors</li> <li>• Sticky notes</li> <li>• Index Cards</li> <li>• Internet connection</li> </ul>	<p><b>Apps / Software</b></p> <p>Microsoft Word Microsoft PowerPoint Zoom</p>
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**LEARNING OUTCOMES:**

**DEVELOPMENTAL COURSE ENROLLMENT**

Students requiring developmental coursework in math, reading and / or writing must enroll in developmental coursework during their first semester and continue their developmental coursework each subsequent semester until the required developmental coursework is completed within the first year or within the first 24 college-level credit hours.

**LEARNING OUTCOMES:**

The main purpose of this course is to prepare you for college-level reading in all of your General Education courses. That purpose is measured in outcomes. Each set of outcomes below describes what we expect from you. You will notice some overlap because we all want the same thing: your success.

**Course Learning Outcomes:**

1. Select appropriate reading strategies for understanding and analyzing an academic text.
2. Build vocabulary through the use of etymology.
3. Determine the purpose and audience for a selection.
4. Evaluate arguments for relevance, validity, and credibility.

**Institutional Learning Outcomes:**

Tulsa Community College graduates value cultural diversity, ethical behavior, and the unique role of public education in sustaining a free society. The following institutional learning outcomes function independently and in concert. TCC graduates demonstrate:

1. Communication Skills,

**Program Learning Outcomes:**

All English courses are designed to help students meet the English discipline goals, which are:

1. Effective Writing,
2. Critical Reading,

2. Critical Thinking,
3. Personal Responsibility, and
4. Social Responsibility.

3. Informed Discussion, and
4. Scholarly Research.

### Service-Learning Outcomes

Upon completing this service-learning course, students will be able to

- Recognize needs in the community
- Respond to community needs with service, and
- Reflect on how the service experience reinforces course learning outcomes.

### Service-Learning FAQs.

- **What is service-learning?** [This service-learning orientation](#) that we'll be taking toward the start of the semester will help us learn what service-learning is and how it can help you be successful in college and in your future!
- **When will my service-learning take place?** We will be coming to class on Tuesdays to learn about important reading strategies. On Thursdays, you will be participating in your service-learning
- **Who is our service learning with?** Our service-learning is with a non profit called Reading Partners. They will pair you with a child from the Tulsa Public School System who is reading behind grade level, and you will be working with them on improving their reading.
- **How does this help me with the class?** This is a great chance for you to practice what you are learning on key reading strategies like finding main ideas and identifying supporting points.
- **How much time will I be serving?** Over the course of the semester, you will tutor around 15 hours (45 minutes each session plus some time to prep).
- **Will I have to show up in person?** Due to Covid, tutoring is virtual this semester. Reading Partners will be coming to our class to train us on how to use their virtual system.
- **What graded assignments are connected to this?** Throughout the semester, we will be reflecting on what we are learning, and at the end of the semester, there will be an opportunity to share about your experience via class presentation. We will invite Reading Partners representatives to also be a part of this presentation.
- **Why is learning to read by grade level important?** As our Reading Partners orientation will show us, learning to read at grade level is crucial to closing the opportunity gap for students. It is closely linked to future collegiate readiness, future financial stability, and career success!
- **Can these hours also count toward my Tulsa Achieves scholarship?** Yes! Recording your hours through Give Pulse will give you credit for both the class service and your Tulsa Achieves volunteer hours.
- **If I have concerns or ideas, who can I talk to?** Feel free to reach out to me at [Kristen.marangoni@tulsacc.edu](mailto:Kristen.marangoni@tulsacc.edu) with concerns and ideas.

## **TEACHING METHODS:**

This class will operate as a workshop with discussions, directed reading, and individual assignments, guest speakers and service-learning project. You will participate in a variety of assignments and activities that will help you become a more thoughtful reader and thinker.

**Reading the Message** – Everything we read has a topic and a main idea. When we read the message, our job is to determine what the author is writing about. You will learn strategies that help you identify the author’s main points and supporting details. You will practice these strategies in class and through your homework assignments. You will read short passages in class, and you will read a book at home. You will reflect on your comprehension at the beginning and end of the course to see how your understanding grows during the semester.

**Reading the Vocabulary** – Vocabulary helps us understand what words mean and how they are used. When we understand the words, the message makes more sense. You will study 120 new words and the word parts that make them up. You will explore the new words through vocabulary study strategies and use the roots to connect to related words. By the end of the vocabulary unit, you will have close to 300 new words! You will test your word power by doing taking short quizzes.

**Reading the Author** – There is a living, breathing person behind everything we read. Sometimes we have to look behind the message to ask, “What was the author thinking?” You will complete in-class discussions and assignments that explore the author’s purpose, tone, and bias. In these activities, you get to judge how well the author makes his or her point.

**Reading the Reader (You)** – You play an important role in the reading process. It is important to think about how the message connects to you. Since I cannot read your mind, I ask you to keep a reader response journal. Your journal will include written assignments that help me understand your thinking.

## **GRADING POLICY AND ASSIGNMENT LIST:**

### **Quizzes**

Quizzes will be over your module readings from Reading Strategies for College and Beyond. You will need to take these before coming to class.

### **Assignments**

We’ll be completing some activities in class that take the topic that you were quizzed over to the next level. These will test your ability to apply a concept to a reading assignment.

### **Word Power**

Each vocabulary module lesson includes 1 – 2 lists of 10 words. For each set of words, you will study a set of word roots and affixes. There will be one quiz for each set of words. You will learn a variety of vocabulary building techniques that will help increase your reading, listening, writing, and speaking vocabulary.

### **Service-Learning**

The best way to learn something is to teach it to someone else. This semester, we are going to be working with Reading Partners to help underperforming students in local elementary schools catch up on their reading proficiencies. This will include training, tutoring, and an end of the semester presentation. (See FAQ’s on page 4.)

## Final Exam

You will take a cumulative exam over all quizzes and word power concepts. We'll spend a class period reviewing for the exam.

Assignment Category	Points Possible
Quizzes	130
Assignments (in class)	130
Word Power	90
Reading Partner's Training	75
Reading Partner Tutoring	275
Service-Learning Presentation	100
In Class Reflections	20
Participation	30
Final Exam – Strategies	150
Total	1000

	Final Points	Percentage	Grade	Pass / Fail
I reserve 1-2 weeks to post grades from assignments. Many times they will be updated sooner, though.	900 – 1000	90 – 100%	DA	Passing
	800 – 899	80 – 89%	DB	
	700 – 799	70 – 79%	DC	
	600 – 699	60 – 69%	DD	Not Passing
	0 – 599	0 – 59 %	DF	
The letter D at the front of the grade represents “developmental” to signify that this is a developmental studies course.				

## ATTENDANCE/PARTICIPATION:

Attendance will be determined weekly when you sign into Blackboard, participate in a Zoom classroom, or attend class. If you must miss class for any reason or you are required to quarantine, you are responsible for class assignments according to posted due dates.

These are the days when the college is closed this semester:

- Monday, September 7, 2020: Labor Day
- Wednesday – Sunday, November 25—November 29, 2020: Thanksgiving Break

On Election Day, Tuesday, November 3, 2020, we will have a virtual learning day when all classes will

have online assignments; this way, students and faculty will have the flexibility to vote without the interference of class schedules.

If you stop attending and do not withdraw, you will receive the letter grade “F” unless you have earned the points necessary to pass the course. Arrange for all appointments so that they do not conflict with this class time.

#### **LATE ASSIGNMENTS AND MAKE-UP WORK:**

##### **Late Assignments**

**I do not accept late assignments.** If you anticipate difficulty in completing any assignment on time, contact me before the assignment is due. You may submit early work to blackboard.

#### **COURSE WITHDRAWAL:**

See [Course Enrollment and Withdrawal](#) for information on withdrawing from a course.

The last day to drop and receive a 100% refund is **Friday, August 28, 2020.**

You may withdraw from a credit course within the first 75% of the course. The last day to withdraw from this course is **Friday, November 6, 2020.** Students who stop participating in class and do not withdraw will receive an “F” as the final grade, and their financial aid may suffer.

Students who drop or who are dropped by an instructor may receive an outstanding bill from TCC if the recalculation leaves a balance due to TCC. I reserve the right to AW any student who has not been to class for three class periods in a row or who misses more than six class periods.

#### **LEARNING LAB SUPPORT**

##### **TCC Writing Center**

The TCC Writing Center is open and ready to help students online this semester! It is a valuable resource for help on class writing projects or even writing outside of school. Professional writing consultants can assist students in a variety of areas.

Although the Writing Center will remain online only in the fall semester, the staff offers two types of online appointments:

1. **Online Email Feedback:** students can receive written feedback from a writing consultant through email
2. **Online Live Conference:** students can meet live with a writing consultant or ESL specialist through Zoom or the phone for a 45 minute appointment

To set up an appointment, visit the Writing Center website [owl.tulsacc.edu](http://owl.tulsacc.edu) (or the direct link to the scheduling site [tulsacc.mywconline.com](http://tulsacc.mywconline.com)). If students have any questions or need help setting up an appointment, Writing Center staff are available at [writingcenter@tulsacc.edu](mailto:writingcenter@tulsacc.edu) or 918-595-7465.

#### **Computer / Technology Access**

Computers are available in first stop areas, writing centers, computer labs, and libraries on all campuses. The Reading Lab on the Metro Campus is also an open study space with computer access.

To succeed in this course, you must be able to perform the following tasks:

- Connect to the internet
- Send e-mail through MyTCC and Blackboard (with attachments)
- Open and saving received e-mail attachments
- Conduct a basic Internet search
- Set up a file management structure
- Store documents in a file management structure
- Copy and paste text in a document
- Use basic word processing skills, including formatting text and using spell-check
- Login to MyTCC, Blackboard, and other websites
- Follow a written set of technical directions
- Know basic Blackboard technical skills

### **CLASSROOM ETIQUETTE:**

- Open and mutually respectful communication of varied opinions, beliefs, and perspectives during classroom or online discussion encourages the free exchange of ideas that is essential to higher learning and to the ability to learn from each other.
- I expect you to follow the course schedule, to read the assigned texts, to attend class regularly, and to complete all assignments by their deadlines. Because this class serves as a kind of learning community, the quality of the semester will, in large part, depend on your investment in it, as well as your preparation for it. I expect you, individually and as a class, to take responsibility for classroom dynamics and discussion. I expect you to treat one another's ideas with seriousness and respect. If this idea of generous interchange does not appeal to you, then this course isn't for you.
- I expect you to participate in class and be an active learner, which means you should engage with the course materials, with me, and with your classmates. Active learning is more than coming to class prepared and more than passively absorbing knowledge. It means raising questions, sharing insights, and actively and respectfully interacting with others—in short, being part of a “learning community.” It means challenging yourself to speak publicly on occasion, knowing when to listen, and allowing others to share their views. Participation is your opportunity to demonstrate your interest in, and knowledge of, the material—and to exchange perspectives and views.

**Sensitive Topics:** Higher education fosters intellectual and personal growth through exposure to and interaction with a wide range of ideas, creative expressions, and information. Students can expect to engage with and think critically about ideas and perspectives which may be very different from their own, and which may be challenging or uncomfortable. Students are encouraged to discuss any questions or concerns about course materials with their instructor.

**What about cell phones?** Turn cell phones to “Do Not Disturb” or *airplane mode* while in class. No text messaging during class time. If you have an emergency during class time, quietly take the call in the hallway (or mute yourself if we're on a Zoom), follow-up with me or a classmate for missed classwork, and be sure to turn in all assignments before the next class period.



**Email:** All Tulsa Community College students receive a designated TCC email address (ex: [jane.doe@tulsacc.edu](mailto:jane.doe@tulsacc.edu)). All communications to a student about TCC are sent to the student's TCC email address; and the student must use the TCC email to send email to, and receive email from, the instructor regarding this course. Students are expected to check their TCC student email account on a regular basis in order to stay current with college related communications, particularly those that are time sensitive in nature. I will only communicate with you at your TCC email address.

**REASONABLE ACCOMMODATIONS:**

Deaf and hard of hearing students may contact the Resource Center at 918-595-7428 (Voice), 918 809-1864 (Text), 918 – 894-5724 (Video Phone) or by email at [rcdhh@tulsacc.edu](mailto:rcdhh@tulsacc.edu).

Each campus has an Accessibility Resource Counselor who can help assess your needs and let you know what accommodations may benefit you during your studies here.

Campus	Counselor	Phone
Metro	Amber Bagwell	918-595-7114
Northeast	Kristina Hakey	Video Phone (918) 932-2373 Text (918) 809-1864.
Southeast	Ty Harrell	918-595-7659
West	Stacy Nobles	918-595-7541

**ACADEMIC DISHONESTY:**

[Academic Integrity](#) is a foundational value of TCC and students are expected to behave as responsible members of the college community and to be honest and ethical in their academic work. This link provides access to guidelines for academic integrity, as well as forms of academic dishonesty. In case of academic dishonesty, the following penalty/penalties will apply: *(enter course specific information here)*.

**ADDITIONAL INFORMATION:**

Each student is responsible for being aware of the information contained in the [TCC Catalog](#), the [Student Handbook](#), and the [Academic Calendar](#). All information may be viewed on the [TCC website](#).

**SYLLABUS CHANGE:**

Occasionally, changes to the syllabus may be necessary. Students will be notified of any changes to the syllabus in writing.

**SYLLABUS ATTACHMENT:**

The [Syllabus Attachment](#) provides critical student information for all TCC courses and is considered to be a part of this syllabus. Students are responsible for reading the statements contained within.

**TENTATIVE COURSE CALENDAR:**

<b>Week</b>	<b>Topics covered</b>	<b>Homework (due before class)</b>	<b>In class work</b>	<b>Point Value</b>
<b>WEEK 1</b> <b>August 18<sup>th</sup></b> <b>(face-to-face)</b>	Course Overview	-----	Quiz 1 Assignment 1	10 points
<b>August 20<sup>st</sup></b> <b>(Zoom)</b>	Zoom test meeting Questions about course/ structure	-----	In class reflection	10 points
<b>WEEK 2</b> <b>August 25<sup>th</sup></b> <b>(face-to-face)</b>	Annotation, Highlighting	Read Module 6, pages 105-109 Take Quiz 2	Assignment 2	20 points
<b>August 27<sup>th</sup></b> <b>(Zoom)</b>	Service-Learning Overview to Reading Partners	-----	Service-Learning orientation	10 points
<b>WEEK 3</b> <b>Sept 1</b> <b>(face-to-face)</b>	Reading Partners Training Immediate Recall	Read Module 1, pages 28-31 Take Quiz 3	Assignment 3	30 points
<b>Sept 3</b> <b>(Zoom)</b>	Reading Partners Training	-----		25 points
<b>WEEK 4</b> <b>Sept 8</b> <b>(face-to-face)</b>	Note Taking/Main Ideas	Read Module 9, pages 167-171 Take Quiz 4 Study Word Power lists 4	Word Power 4  Assignment 4	30 points
<b>Sept 10</b> <b>(zoom)</b>	Reading Partners Training	25 points for attending		25 points
<b>WEEK 5</b> <b>Sept. 15<sup>th</sup></b> <b>(face-to-face)</b>	Vocab Development	Read Module 3, pages 53-58 Take Quiz 5 Study Word Power 5	Assignment 5 Word Power 5	30 points
<b>Sept. 17<sup>th</sup></b> <b>(Zoom)</b>	No Class	-----		

<b>Week</b>	<b>Topics covered</b>	<b>Homework (due before class)</b>	<b>In class work</b>	<b>Point Value</b>
<b>WEEK 6</b> <b>Sept 22<sup>nd</sup></b> <b>(face-to-face)</b>	Structure Glance	Read Module 4, pages 67-71 Take Quiz 6 Study word power list 6	Assignment 6 Word Power 6	30 points
<b>Sept 24<sup>th</sup></b> <b>(Zoom)</b>		-----	Meet with Reading Partner 1	25 points
<b>WEEK 7</b> <b>Sept 29<sup>th</sup></b> <b>(face-to-face)</b>	HIT method	Read Module 5, pages 88-90 Quiz 7 Study word power list 7	Assignment 7 Word Power 7	30 points
<b>Oct 1</b> <b>(Zoom)</b>		-----	Meet with Reading Partner 2	25 points
<b>WEEK 8</b> <b>October 6</b> <b>(face-to-face)</b>	SQ3R method	Read Module 7, pages 127-129 Take Quiz 8 Study word power list 8	Assignment 8 Word Power 8	30 points
<b>October 8</b> <b>(Zoom)</b>		-----	Meet with Reading Partner 3	25 points
<b>WEEK 9</b> <b>October 13<sup>th</sup></b> <b>(face-to-face)</b>	Intro/Conclusions	Read Module 8, pages 147-153 Quiz 9 – Note Taking Study word power list 9	Assignment 9 Word Power 9	30 points
<b>October 15<sup>th</sup></b> <b>(Zoom)</b>		-----	Meet with Reading Partner 4	25 points

<b>Week</b>	<b>Topics covered</b>	<b>Homework (due before class)</b>	<b>In class work</b>	<b>Point Value</b>
<b>WEEK 10</b> <b>October 20<sup>th</sup></b> <b>Face-to-face)</b>	Outline Mapping	Read Module 11, pages 201-211 Quiz 10 – Charts Study word power list 10	Assignment 10 Word Power 10	30 points
<b>October 22<sup>nd</sup></b> <b>(zoom)</b>		-----	Meet with Reading Partner 5	25 points
<b>WEEK 11</b> <b>October 27<sup>th</sup></b> <b>(face-to-face)</b>	Summarizing	Read Module 17, pages 291-293 Quiz 11 Assignment 11 Study word power list 11	Assignment 11 Word Power 11	30 points
<b>October 29<sup>th</sup></b> <b>(Zoom)</b>		-----	Meet with Reading Partner 6	25 points
<b>WEEK 12</b> <b>November 3<sup>rd</sup></b>	No face-to-face class today due to the election (You still have homework due, though!)	Reading TBA Take Quiz 12 Complete Assignment 12		30 points
<b>November 5<sup>th</sup></b> <b>(Zoom)</b>		-----	Meet with Reading Partner 7	25 points
<b>WEEK 13</b> <b>November 10<sup>th</sup></b> <b>(face-to-face)</b>		Read Handout over AAAA Reading Protocol Quiz 13	Assignment 13	30 points
<b>November 12<sup>th</sup></b> <b>(Zoom)</b>		-----	Meet with Reading Partner 8	25 points
<b>WEEK 14</b> <b>November 17<sup>th</sup></b> <b>(zoom)</b>		Study for exam	Final Exam Review	30 points

<b>Week</b>	<b>Topics covered</b>	<b>Homework (due before class)</b>	<b>In class work</b>	<b>Point Value</b>
<b>November 17<sup>th</sup> (zoom)</b>		-----	Meet with Reading Partner 9	25 points
No Classes November 23-27th				
<b>WEEK 15 Dec 1 (zoom)</b>		Study for exam	Final Exam (on blackboard)	100 points
<b>Dec 3 (zoom)</b>		-----	Meet with Reading Partner 10	25 points
<b>WEEK 16 December 8<sup>th</sup> (zoom)</b>		-----	Service-Learning Presentations	100 points
<b>December 10th</b>			Meet with Reading Partner?	25 points