Syllabus for
Accelerated Reading & Writing (ENG 0023)
Fall 2019
This syllabus is subject to change.

Class Time and Location: **Section 01 T TH 9:30-10:45**

Instructor: Mrs. Jennifer Howard
M.A. in English at Arkansas Tech University, 2015
B.S.E from Henderson State University, 2010

Office Location: S232 (across from Biology lab)

Office Hours:

Monday:	8:00-11:00, 12:15-1:30
Tuesday:	8:00-9:30
Wednesday:	8:00-11:00, 12:15-1:30
Thursday:	8:00-9:30
Friday:	9:00-12:30

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Prerequisite: Qualifying scores on ACT or other entrance test. Updated cut-off scores can be found in the online UA Rich Mountain catalog in the Placement Information Table.

Course Description: This developmental level course provides tutorial instruction in both reading and writing in an integrated 3-credit course. Students who do not meet the state mandated assessment criteria for either skill will be enrolled in this **co-requisite** course. Reading instruction includes study strategies, vocabulary, and reading comprehension skills. Writing instruction includes topics such as grammar, sentence structure, and writing skills.

Required Materials and Textbooks: Students must bring the following items:

1. *The Great Grammar Book* by Marsha Sramek
2. Large three-ring binder for organizational purposes.
3. Flash drive (used or new) for writing assignments.
4. Small sticky notes for reading assignments
5. Co-requisite course materials (English or other general education courses) will be assigned as reading texts.

Program Outcomes: *The general education curriculum provides the means by which students will accomplish the following outcomes:*

1. Students will increase competencies in writing, reading, speaking, and listening.
2. Students will increase their understanding of the human condition, as well as the culture and society of both the nation and the world in which they live.

3. Students will apply technological and research skills to identify, locate, and process information.

Rationale: This course is designed to provide the academic preparation needed to succeed in college-level courses. **National research indicates that students who receive supplemental tutoring with companion courses are more successful than other students.** The methods and materials for this course will support student success in subsequent academic and work-place communication skills.

Course Objectives: Upon successful completion of Accelerated Reading & Writing, the student should be able to:

- Apply reading strategies to college level texts
- Write a clearly expressed, grammatically correct five-paragraph essay including thesis sentence, central paragraphs, introduction, and conclusion.
- Use the research process to execute academic research papers in MLA format.
- Use technology in research and writing.

Tentative Course Outline:

Week One Aug. 20-26	o Orientation o Syllabus discussion & annotation o Forum Introduction on Moodle o Send email to your instructor o Grammar Pretest o Intro to Grammar o Reading for information
Week Two Aug. 27-31	o Weekly grammar lesson o Introduction to Annotation o Annotating to summarize
Week Three Sept. 1-7	o Weekly grammar lesson o Reading for purpose o Reading assignments o Coordinated topics with Composition I
Week Four Sept. 8-14	o Weekly grammar lesson o Reading for purpose o Reading assignments o Coordinated topics with Composition I
Week Five Sept. 15-21	o Weekly grammar lesson o Reading for effect o Reading assignments o Coordinated topics with Composition I
Week Six Sept. 22-28	o Weekly grammar lesson o Reading for effect

	○ Reading assignments ○ Coordinated topics with Composition I
Week Seven Sept. 30-Oct. 5	○ **ARW Midterm** (based on grammar lessons and reading strategies) ○ Coordinated topics with Composition I
Week Eight Oct. 6-12	○ Weekly grammar lesson ○ Intro to academic writing and prewriting ○ MLA Citation - Works Cited ○ Coordinated topics with Composition I
Week Nine Oct. 13-19	○ Weekly grammar lesson ○ Embedding textual evidence ○ MLA Citation - In-text citations ○ Coordinated topics with Composition I
Week Ten Oct. 20-26	○ Weekly grammar lesson ○ Concentrated writing instruction and support ○ Coordinated topics with Composition I
Week Eleven Oct. 27-Nov. 2	○ Weekly grammar lesson ○ Concentrated writing instruction and support ○ Revising v. Editing ○ Coordinated topics with Composition I
Week Twelve Nov. 3-9	○ Weekly grammar lesson ○ Revising v. Editing ○ Coordinated topics with Composition I
Week Thirteen Nov. 10-16	○ Weekly grammar lesson ○ Revising v. Editing ○ Coordinated topics with Composition I
Week Fourteen Nov. 17-23	○ Thanksgiving ○ Coordinated topics with Composition I
Week Fifteen Nov. 24-30	○ Weekly grammar lesson ○ Concentrated writing instruction and support ○ Coordinated topics with Composition I
Week Sixteen Dec. 1-7	○ Final Exam Review ○ Grammar Post-test (may be imbedded within the Final Exam) ○ Final Exam ○ Final Grades Submitted

Subject to Change

Course Conduct: Students are expected to dedicate considerable time completing assignments as homework in preparation for the classroom activities. Student use of time includes the following:

- Outside companion course assignments – 45%
- Classroom lectures - 5%
- Student classroom activities – 50%

- Students acknowledge that writing is a collaborative process, and, as such, classroom activities will occasionally require sharing or presenting students' papers and ideas.

Students may seek assistance from Student Support Services, located in the Johnson Learning Commons, to **check** homework assignments. (Waldron and Mount Ida centers have tutoring services available as well.) It is not the responsibility of Student Support to re-teach the entire lesson to complete homework. Please contact the course instructor to resolve difficulties regarding the course. Expect a minimum of nine hours of work per week on this class.

Recording a class or reposting, copying, or distributing material found is expressly forbidden unless the instructor has given written permission.

Credit Hour Calculator: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/ exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks.

Course Requirements/Evaluation:
Student grades are recorded in the instructor's gradebook in Moodle each week. Weekly graded assignments coordinate with the English Composition I course. The Accelerated Reading & Writing Instructor will collect work to be graded each week. These assignments may be taken from *The Great Grammar Book*, Instructor printed materials, or Composition I essay assignments.

Assessments: Outcomes are assessed by both reading and writing assignments throughout the semester. Assessment activities include lower and higher order thinking skills.

Grading scale:

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

Class Procedures/Student Requirements:
Regular attendance and punctuality are expected; therefore, if a student fails the course due to non-attendance, s/he may receive a grade of NF which may require repayment of grant funds.

Regular submission of assignments is required.

Late Policy: Homework assignments are due at the **beginning** of class and will be marked late if they are not ready when class begins. Weekly assignments may be submitted for grading within **one week** of the assigned due date; however, late penalties (10%) apply, so it is essential to follow due dates.

All arrangements for submitting missed work are to be made with the instructor. It is the student's responsibility to initiate these arrangements. Other arrangements must be secured through the office of the Vice Chancellor for Student Affairs extension 1400.

Procedures/Student Requirements:

Regular attendance and punctuality are expected. Participation in the classroom activities is also expected. The following number of absences is considered excessive:

- Classes meeting two (2) times a week – 3
- Classes meeting one (1) time a week – 2

Academic Dishonesty: Cheating or plagiarizing on a test or assignment is not tolerated. Some types of plagiarism (not a complete list):

- Submitting someone else's work as your own (includes paraphrasing)
- Sharing assignments/answers with other students (both receive a zero)
- Skimming information off of the internet without correctly citing sources

Consequences of plagiarism:

- 1st offense of plagiarism:
  - Less than 10% of an assignment plagiarized → proportional grade deduction on assignment
  - 10% or more of an assignment plagiarized → automatic zero on the assignment
- 2nd offense of plagiarism → removal from the course with a W

Consult College Handbook for more information. ***If you ever have any questions about plagiarism or how to document a particular source, please ask me. I want you to avoid plagiarism, too.***

American with Disabilities: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to federal law, state law, and the college's commitment to equal educational opportunities. Any student with a disability who needs accommodations (ex: seating placement, examinations, or access to information on the web) should inform the Vice President for Student Affairs at the beginning of each semester. To contact the Vice President, students seeking accommodation should call 394-7622, ext. 1400.

Arkansas Clean Air Act: In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and Tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus, including electronic devices.

Student Misconduct: Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling property violations, computer violations, or other violations as listed in detail in the UA Rich Mountain catalog.

Student Support Services: The Student Support Services (SSS) is available to help students reach their educational goals through individualized instruction, counseling, and tutoring. There is no fee for these services. The computer lab is available for student in online classes. SSS is located in the Johnson Learning Commons in the Spencer Building.

Mission: University of Arkansas Rich Mountain exists to provide all citizens of the Ouachita Mountain Region with exemplary educational and enrichment opportunities to improve the quality of life and standard of living.

Campus Security: UA Rich Mountain strives to provide a safe learning environment; therefore, students who know of any security risk are asked to contact a college official.
http://www.uarichmountain.edu/at-a-glance/disclosures

See Something, Hear Something, Say Something

*****Perseverance is the hard work you do after you get tired of doing the hard work you have already done.*****

Any part of this syllabus is subject to change at the instructor's discretion.