



- Argument
- Vocabulary in Context
- Active Reading

**IV. Required Assessments:**

- 40% Seven chapter tests covering each concept covered in course
- 40% Quizzes/Homework/Class assignments and participation designed to provide practice and instruction on the indicators
- 5% Vocabulary Tests covering the first two units of the vocabulary book
- 10% Research project and speech concerning an article chosen by the students from a text chosen by the instructor
- 5% Final Cumulative Exam demonstrating use of reading skills

CSLO	CSLO#1	CSLO#2	CSLO#3	CSLO#4
<b>Assessments</b>	Chapter tests; Quizzes, homework, and assignments; final exam	Chapter tests; Quizzes, homework, and assignments; research project; final exam	Quizzes, homework, and assignments; research project	Chapter tests; Quizzes, homework, and assignments; final exam; research project

**V. Grading Scale**

Chattanooga State employs a grading system that can be found in the college catalog. Grades are as follows:

A= 100-90

B= 89-80

C= 79-70

F= 69 or below

No “D” grade is awarded in DSPR 0700.

**VI. Course Delivery Format Options**

This course is in the standard format. We will be using the eLearn components of accessing the syllabus, email, grades and dropbox tools.

**VII. College Policies**

**ADA Statement**

Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Chattanooga State. These students should notify the instructor immediately and should contact Disabilities Support Services (DSS), Student Center, Room 113, telephone (423) 697-4452, within the first two weeks

of the semester in order to discuss individual needs. The student must provide that office with documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations.

### **Disruptive Students**

The term “classroom disruption” means “student behavior that a reasonable person would view as substantially or repeatedly interfering with the activities of a class.” A student who persists in disrupting a class will be directed by the faculty member to leave the classroom for the remainder of the class period. The student will be told the reason(s) for such action and given an opportunity to discuss the matter with the faculty member as soon as practical. The faculty member will promptly consult with the division dean and the college judicial officer. If a disruption is serious, and other reasonable measures have failed, the class may be adjourned, and the campus police summoned. Unauthorized use of any electronic device constitutes a disturbance. Also, if a student is concerned about the conduct of another student, he or she should please see the teacher, department head, or division dean.

### **Affirmative Action**

Students who feel that they have not received equal access to educational programming should contact the college affirmative action officer.

### **Academic Integrity/Academic Honesty**

In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited. Such conduct includes, but is not limited to, an attempt by one or more students to use unauthorized information in the taking of an exam, to submit as one’s own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person, or to knowingly assist another student in obtaining or using unauthorized materials. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign as “F” or zero for an activity or to assign an “F” for the course.

## **VIII. Instructor Policies**

### **Attendance Policy**

Attendance is a course requirement. If a student misses 1-6 class hours, no deduction will be taken from the student’s final grade. **However, after missing 7 or more class hours, the student will have earned an “F” in this class.** If the student finds himself or herself in this situation, the best option is to go to the

Records Office and withdraw. Two tardies are equal to one absence so it is important to be on time.

Exceptions to this policy will be considered on an individual basis by the instructor. If the student knows that he or she will be required to miss class at some point in the semester, the student should discuss it ahead of time with the instructor.

### **Retaking Tests**

If a student does not pass a test given in class, one hour of work in the College Reading & Writing Center **may** be required in order to retake the test on those particular objectives. The instructor will give the student a referral slip with the specific instructions on the assignments that the student is expected to do in the computer lab. After successful completion of lab requirements, the instructor will decide if the student is ready to retake the test.

### **Making-up Tests**

If a student misses an in-class test, the student will have **one week** to make up the missed test. If not made up within one week, five (5) penalty points will be deducted from the grade.

### **Making-up Classes**

Classes may be made up at the discretion of the instructor and **MUST** be made up **within one week** of the absence. A student can make-up no more than four (4) absences.

## **COURSE SCHEDULE**

<b>Week 1:</b>	Introduction to course, syllabus and textbook, pp.3-12 Personal Introductions and Evaluation Reading activity
<b>Week 2:</b>	Vocabulary in Context (pp 69-108) Vocabulary in Context Test
<b>Week 3:</b>	Building Vocabulary Skills (pp. 8-11) Chapter three: Main Ideas (pp. 109-148)
<b>Week 4:</b>	Building Vocabulary Skills (pp12-15) Chapter four: Supporting Details (pp: 149-186) Townsend Press: Supporting Details Supporting Details Test
<b>Week 5:</b>	Building Vocabulary Skills (pp 16-19) Chapter five: Locations of Main Ideas (pp. 187-216)

- Week 6:** Building Vocabulary Skills (pp 20-23)  
Chapter nine: Implied Main Ideas (pp. 343-380)  
Townsend Press: Main Ideas  
Main Ideas Test
- Week 7:** Building Vocabulary Skills (pp 24-27)  
Building Vocabulary Skills Unit One: Review and Test  
(pp. 28-36)
- Week 8:** Building Vocabulary Skills (pp. 38-41)  
Chapter six: Relationships I (pp217-256)  
Townsend Press: Relationships
- Week 9:** Building Vocabulary Skills (pp. 42-45)  
Chapter seven: Relationships II (pp. 257-304)  
Townsend Press: Relationships
- Week 10:** Building Vocabulary Skills (pp. 46-49)  
Relationships Test  
Introduction to Research Project  
College Reading and Writing Center Project Work
- Week 11:** Building Vocabulary Skills (pp. 50-53)  
Chapter eight: Inferences (pp. 305-342)  
Townsend Press: Inferences
- Week 12:** Building Vocabulary Skills (pp. 54-57)  
Inferences Test  
Research Project Due
- Week 13:** Building Vocabulary Skills  
Unit Two Review and Test (pp 58-66)  
Chapter ten: The Basics of Argument (pp. 381-418)  
Townsend Press: Argument
- Week 14:** Argument Test  
Active Reading (pp. 519-526)  
Combined Skills practice (pp. 527-557)  
In class reading
- Week 15:** Combined Skills Test  
Review for final  
In class reading

**Final Exam during final exam week**