

**EN 091: Reading Improvement  
Summer Bridge Program 2013  
Chaminade University of Honolulu**

<b>Class</b>	<b>H210, M – Fr, 9:00 am – 10:50 am</b>
<b>Instructor:</b>	<b>Mr. Michael J. Kelley, M.A., M.Ed.</b>
<b>Office Hours:</b>	<b>by appointment</b>
<b>Office location:</b>	<b>Henry Hall H</b>
<b>Office Number:</b>	<b>808-739-8530</b>
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**Course Description**

This course focuses on key skills necessary for the successful study and comprehension of academic textbooks. Skills highlighted include: building vocabulary through context clues; finding main ideas; determining significant details and relationships of ideas; and interpreting figurative language. Regular reading encourages increased proficiency. Credit not applicable to degree requirements. Credit/no credit.

**Course Goals**

Students will develop proficient reading skills and be able to critically select and evaluate information. Students will work to improve their vocabulary and comprehension through various reading selections.

**Textbooks**

*80 Readings for Composition*, 2<sup>nd</sup> ed. David Munger, ed.

A Collegiate Dictionary.

Students will receive handouts and electronic texts for further reading and illustrative purposes.

Students will also need to access a computer, word processor, or typewriter. All assignments must be typed. The computer lab has computers and printers available for student use. You will also need to bring with you daily your texts and writing portfolio.

**Course Content**

The format of the class will include instruction and practice. You are required to bring the textbook to every class session. Failure to do so will count as an absence. Exercises will be assigned from the text, and students will often be allowed to work in small groups to complete assignments. There will be frequent quizzes and tests to determine proficiency of the skills taught. Weekly timed reading selections

will offer opportunities to chart reading rate and to check mastery of the skills being practiced. These tests will provide useful feedback in reading proficiency. Finally, a post test will be administered.

### **Student Responsibilities**

- Class Preparation: Students are responsible for reading assigned material by the beginning of class, and they must be prepared for regular quizzes, as well as less formal questions posed by the instructor.
- Attendance and punctuality: Regular attendance in English 091 is required. This is a skills-based course, which means that the focus is less on content than collegiate skills. In order for your skills to improve, you need a lot of practice. In the event of an emergency that requires your absence from class, be sure to contact me as soon as possible to arrange to make up the work missed. Only written medical excuses or notes from the Director of the program are accepted to excuse absences. Excessive tardiness will be counted as an absence. Any unexcused absence will result in a substantial reduction of the final grade.
- Participation: You are expected to be an active participant in class, which means: you are prepared for class; you contribute to class discussion; you work with your classmates in small groups and partner work; and perhaps most importantly, you tell me when you are having problems and ask for help when you need it.
- Class assignments, homework assignments and tests: It is expected that all class assignments be handed in promptly at the beginning or end of each class, as required. If you are absent, you will receive a zero for any class assignments done on that day. Late homework assignments will be accepted, but they are penalized 25 per cent. Make-up tests will not be permitted.
- Academic Honesty: Any form of Academic Dishonesty will expose the student to disciplinary action from the Summer Bridge Program and the University. Academic Dishonesty includes attempting to pass off another person's work as your own (or your own work as someone else's work). Some examples of this are copying from another person's quiz or in-class writing, turning in work written by another person, or any form of plagiarism.

Plagiarism is presenting the work of another as your own. The guidelines for plagiarism are in the General Catalog (online). They include, but are not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. This does include web sites. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment (citation) of the source is always mandatory.
2. Paraphrasing the work of another without proper acknowledgement.
3. Submitting the work prepared by another as one's own. (Chaminade General Catalog, online).

We will all do well to understand the severity of the offense of plagiarism and the dire nature of its consequences. For more information on plagiarism and other forms of academic

dishonesty, as well as the consequences imposed by the University community, please see the Chaminade University Student Handbook.

- Classroom Behavior. Be respectful to and of your classmates. Inappropriate behavior will not be tolerated; students who do not behave appropriately will be asked to leave the classroom.  
**Criticize ideas, not people.**
- **Before entering the classroom, students are required to turn off all electronic devices**, including, but not limited to, cell phones, iPods, PDAs, and MP3s. Computers may be used during class time **only with permission**. If a student is engaging in “surfing,” “texting” or other non-instructional activity during class, the electronic device will be confiscated until the end of class period. Any student who does not respect classroom behavior rules will receive no credit for that day’s work.

### Grading Breakdown

Grades will be determined by a total points earned/total points possible average.

Grading Scale:

- A – Outstanding scholarship and a superior degree of intellectual initiative.
- B – Above-average work done in a consistent and intellectual manner.
- C – Average grade indicating competent grasp of subject matter.
- D – Inferior work of the lowest passing grade; not satisfactory for fulfillment of prerequisite course work.
- F – Failed to grasp minimum subject matter; no credit given.

DATE	TO COVER IN CLASS	HOMEWORK
WEEK ONE		(Due next class period)
Monday 7/15	<ol style="list-style-type: none"> <li>1. Introductions.</li> <li>2. Course overview: Reading, understanding, interpreting, evaluating.</li> <li>3. Compass/ASSET test.</li> <li>4. Begin Didion together, p 2.</li> </ol>	Finish Didion.
Tuesday 7/16	Group work, Didion; review. (1 hr) Writing assignment: description—one paragraph. Begin Shelley together.	Read Shelley, p 12.
Wednesday	Collect paragraphs. Shelley sentence breakdown; build up.	Read Woolf, p 23. (Give h/o.)

7/17	Then find sentences to break down; switch. Review Shelley.	
Thursday 7/18	Return paragraphs: <ul style="list-style-type: none"> <li>- sentences</li> <li>- MLA</li> <li>- KISS</li> <li>- redundancy</li> <li>- very</li> </ul> TIMED READING QUIZ #1 (Woolf) Read O'Hayre together.	Read Morrison, p 29.
Friday 7/19	Discussion: The meal. Film clips. Discuss Morrison. American Tongues. Paper #1 Assignment: The Meal	Paper #1: Descriptive, 1 – 1 ½ pages.

**WEEK TWO**

Monday 7/22	<i>Due: Paper #1 Draft</i> The Brain Show don't tell Analyzing Peer Work Peer Editing Worksheet  Read Hawthorne together? Or Begin Dillard?	Paper #1 Revision (for Wed).  Read Dillard, p 312.
Tuesday 7/23	Review Dillard: h/o; review Sentence combining (from Dillard).	Read White, p 342.  Paper # 1 revision due.
Wednesday 7/24	<i>Due: Paper #1 Revision</i> Review White. Context clues exercises; quiz (1 practice, 1 real) Mencken quotes; Jim Crow	Read Wright p 318.
Thursday 7/25	Give back papers. TIMED READING QUIZ #2 (1 <sup>st</sup> ACT); review. Review Wright: 4 groups, 1 paragraph each. Teacher story.	Read Baker, p 331.  Come up with story idea (1 – 2 minute).

Friday 7/26	Redux teacher story. Storytelling. Review Wright. Time for 2 <sup>nd</sup> context clues quiz?	Paper #2: Narrative, 1 – 1 ½ pages.  Read Baker.
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**WEEK THREE**

Monday 7/29	Verb Tenses Run-on sentences Read Twain? “Well of Spirits,” embellishment.	Read Lawrence, 135
Tuesday 7/30	Collect essays Standardized test #2, review Review Lawrence.	
Wednesday 7/31	Standardized test #3, review (groups)	Read Suzuki, 204
Thursday 8/1	Review Suzuki. Punctuating Dialogue.	Read DuBois, 190
Friday 8/2	Review DuBois. Film clips. Dialogue quiz. Discuss definition essay; 1 paragraph: gender.	Definition Essay, 1 – 1 ½ pages

**WEEK FOUR**

Monday 8/5	Vonnegut ACT test #5, review (groups?) Peer Review.	Read Vonnegut, 39
Tuesday 8/6	Vonnegut quiz? Standardized test #4.	Read Muir, 69
Wednesday 8/7	Muir quiz. Paraphrase exercise 1. Assign essay, due Monday.	Read Twain, 66

	Assign essay: due Monday!	
Thursday 8/8	Lie/lay; who/whom; homophones Rev. paraphrase exercise answers Paraphrase exercise #2. Review Vonnegut, Twain.	Read Seattle, 54
Friday 8/9	Review Kolbert Lie/lay quiz Context clues exercise Discuss essay (begin?) To be verb exercise.	Essay: Compare and Contrast  Read "Dumpster Diving"

**WEEK FIVE**

Monday 8/12	Practice Test; review Peer review	
Tuesday 8/13	Compare/Contrast Essay due.  Practice Test; Review	Study for Compass Exam
Wednesday 8/14	TAKE COMPASS EXAM	Study for Compass Exam
Thursday 8/15	TAKE COMPASS EXAM?	
Friday 8/16	Final Exam	