Queensborough Community College
The City University of New York
Department of Basic Skills
Fall 2014

Professor: Dr. Julia B. Carroll
Course: BE 226
Time: Tues. & Thurs. 12:10-2:00pm
Room: H332/ H339
Email: Jcarroll@qcc.cuny.edu
Office phone: 718-281-5715 or 718-631-6378
Office hours: Mondays 12-2pm; Mondays 9:30-10:00am; Tuesdays 9:30-10:00am
Office location: H324

Description:
3 class hours / 1 recitation hour

Designed for students who speak English as a second language who need to develop college reading and study skills. It is also the last course in a two- semester sequence. Emphasis is placed on development of fluency, patterns of organization in type material, vocabulary in context, and note-taking skills.

Texts and Supplies:

A. Required Texts:

- Read to Succeed: A Thematic Approach to Academic Reading- (2nd edition or latest edition) – by Rothman and Warsi
- ACT- Reading Preparation Manual- sixth Edition- Pearson
- Parallel Journeys- Eleanor Ayer
- Miriam-Websters Collegiate Dictionary (Paperback) find in bookstore

B. Service-Learning Course:

This class will be a special class because it will be a service-learning class that will participate in a major project or grant, which is entitled the NEH grant. This semester you will have the opportunity to learn about “The Holocaust” from a historical perspective by reading the book “Parallel Journeys” by Eleanor Ayer. You will also have the opportunity to interview actual Holocaust Survivors. You will also write summaries of their lives and the best summaries may be used in an actual exhibit at the Holocaust Center in the spring of 2015.
C. Required Supplies:

- 1 Large three ring binder, divided into five sections
- Binder should be filled with regular sized note-book paper
- A set of different colored highlighter pens

Grading:
In order to pass my class you must:

A. General:
- satisfactorily complete all daily assignments
- be an active participant in the class

B. Exams and How You Will Be Assessed:
- obtain an average score of at least a 70 on all exams

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<tr>
<th>Exams:</th>
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<tbody>
<tr>
<td>Approximately 4-5 quizzes</td>
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<tr>
<td>1 Mid-term Exam</td>
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<tr>
<td>1 Final Exam on Parallel Journeys</td>
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<td>1 Department Final Exit Exam</td>
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- obtain at least a 70 on the department exit exam (Terra Nova)
- miss no more than 3 class meetings
- be consistently on time

The Breakdown in Percentages: (I will also be guided by certain aspects of the General Educational Objectives of the College, particularly objective one and two, in my overall evaluation.)

- Active Participation: 20%
- Journal Entries (Based on Parallel Journeys): 30% (I will be using a “Reflection Rubric for Journal Assignments” to evaluate each entry.)
- Regular Homework: 20%
- Exams: 30%

Given Requirements:

* ACT READING REVIEW SESSIONS:
  Participate and complete the BSLC 10-week, 12-hour ACT Reading Review session. This means that you must commit to one-hour a week of ACT Prep work for a total of 10 weeks. These sessions will be announced soon.
Without completing this requirement, you will not be allowed to pass this course.

* It is possible to pass the class, but not the ACT exam. In order to pass the ACT Reading Exam, you must receive a score of at least a 70. If you are doing exceptional work in the class, and receive an ACT Reading Test score of at least 62, I will consider the possibility of giving you the grade of an NC. This grade simply stands for NC = not complete. It means you have passed the course, but not the test. You will then be eligible to take a short workshop held in May, where you will receive additional training to take the test, and then you will retake the test.

D. Additional Information:

1. **You must turn in all of your homework on time.** It is your responsibility to find out what your homework will be and to do it on time. I will only accept late homework in case of an extreme emergency, which was is in some way proven. You will need to provide evidence of this emergency in written form. Make sure to get a phone number from a friend in class to call to get the homework if you have some type of emergency.

2. **DO NOT BE LATE OR ABSENT. YOU WILL ONLY BE ALLOWED 3 EXCUSED ABSENCES FROM CLASS.** You will need to let me know at least one class before if you are going to be absent. Only be absent in extreme emergencies.

Repeated lateness to class signals to me that you are not a serious student. This can definitely count against you. As a courtesy to me as well as to the rest of the students in this class, make sure you are on time to class.

3 lateness = 1 absence (over fifteen minutes late)

Over 3 absences = not passing the course

3. **In order to be marked present, you must be on time and be respectful to me and all other class members.** One aspect of being respectful is remembering to keep your cell phones off during class sessions.

4. **If you miss more than three class meetings, you will not be able to pass the course nor will you be allowed to take the ACT Reading Exam at the end of the semester**

5. Leaving class for extended periods of time for any reason counts as an absence as well.

6. You **must purchase all required texts** and bring them consistently **to class to pass this course.** If you do not, you will not be able to be the active participant you need to be.


will be formally checking books a week or so into the semester. Plan on bringing all required books and supplies to each class session.

**E. Objectives of the Course:**

**BE 122/226 Curricular Objectives:**
Upon successful completion of the course, while using college-level texts, students will be able to:

1. Demonstrate their ability to compare/contrast two readings on the same topic.
2. Paraphrase and summarize reading passages, both in oral and written form.
3. Recognize both an author’s purpose and point of view/bias.
4. Annotate texts using multiple techniques (e.g., highlighting, marginalia, etc).
5. Distinguish between an inference and a stated claim.
6. Identify the writer’s tone.
7. Identify the organizational patterns of information in a reading.
8. Demonstrate effective group work skills through team project work and class reading groups.
9. Use context clues, dictionaries and root/prefix/suffix knowledge to understand unfamiliar words.
10. Utilize re-reading skills to answer comprehension questions during class, in the computer lab, at home, and during exams.
11. Improve multiple-choice test taking ability through a heavy focus on test strategies and question type identification.

**ACADEMIC INTEGRITY AS DESCRIBED BY THE QCC COURSE CATALOG WILL BE STRICTLY ENFORCED. ANY VIOLATION OF IT WILL RESULT IN IMMEDIATE FAILURE OF THE COURSE AND MAY CAUSE STUDENT TO BE EXPELLED FROM CUNY.**

*Any student who feels that he/she may need an accommodation based upon the impact of a disability should contact me privately to discuss your specific needs. Please contact the office of Services for Students with Disabilities in the Science Building, room 132 (718-631-6257) to coordinate reasonable accommodations for students with documented disabilities.*

This course will be demanding, but I can guarantee that you will learn a lot if you put a lot of effort into it. Remember that I am here to help you and I want you to succeed. If you have any concerns throughout the semester, please see me immediately.