

**CCS099 Success First Accelerated Reading & Writing**

Term

Day/Time

Room

3 credit hours

**INSTRUCTOR INFORMATION:**

Name:

Office:

Office hours:

Telephone:

E-mail address:

**COURSE DESCRIPTION:**

This course is a co-requisite course, in conjunction with EN111. The course is designed to help students strengthen proficiency in reading comprehension, writing, and language skills. Students will practice specific strategies to improve vocabulary, grammar, sentence structure, word choice, and organization in academic writing. Students will also apply critical thinking skills to a variety of printed materials and respond to that material using the writing process. A service learning project will be included to enhance student engagement and relevancy.

**PREREQUISITES:**

Accuplacer score of 227-240 or completion of Success First Reading & Writing with a C average.

**REQUIRED TEXTBOOK & SUPPLIES:**

*Left to Tell,* by Imaculee Ilibagiza

*Accelerate: Comp Foundations Workbook,* Cengage

*From Inquiry to Academic Writing: A Text and Reader*, 5th Ed., by Stuart Greene and April Lidinsky  -- ebook or printed text

*Bedford Handbook,* 10th ed.

Donnelly College Academic Planner (current year)

Collegiate Dictionary

One 2” Three-ring binder with Five Tab Dividers; Lined, loose-leaf paper

Several black pens

Pencils (mechanical or No. 2)

Highlighters for peer editing (optional)

Sheet protectors

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education.  The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth.  Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills:**Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:**Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:**Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:**Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:**Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:**Students will engage independently and effectively in lifelong learning.
7. **Values:**Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

**PROGRAM LEARNING OUTCOMES:**

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Success First program, students should be able to demonstrate:

1. Effective academic communication; both in written and oral form.
2. Literal comprehension of college level readings.
3. Understanding and application of processes for writing and research.
4. The characteristics, habits and attitudes of an effective learner.
5. Understanding of connections between their community experiences and the larger world, focusing especially on social justice issues.

**STUDENT LEARNING OUTCOMES:**

Upon completion of the Success First Accelerated course, students will have the ability to:

1. Use pre-reading and post -reading skills with college-level texts.
2. Demonstrate comprehension by applying strategies to college-level texts.
3. Write in several genres.
4. Understand writing as a process and use writing for inquiry and communication.
5. Practice appropriate means of documenting their work.
6. Expand vocabulary by using various methods.
7. Demonstrate a commitment to be an involved citizen in his or her community.

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| **Donnelly College**  **Learning Outcomes** | **Program Learning Outcomes** | **Student Learning Outcomes** | **Application and Assessment** |
| Students will communicate effectively in writing and speaking. | Students will demonstrate effective academic communication, both in written and oral form.  Students will demonstrate understanding of and application of processes for writing and research. | Students will have the ability to write in several genres. (PLO 3)    Students will have the ability to understand writing as a process and use writing for inquiry and communication. (PLO 3)    Students will have the ability to expand vocabulary by using various methods. (PLO 1) | Students will apply constructive feedback to produce a well-developed academic essay. |
| Students will demonstrate proficiency in information literacy skills. | Students will demonstrate understanding of and application of processes for writing and research. | Students will have the ability to practice appropriate means of documenting their work. (PLO 3) |  |
| Students will demonstrate competency in qualitative and quantitative problem solving. |  |  |  |
| Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | Students will demonstrate literal comprehension of college level readings. | Students will have the ability to use pre-reading and post -reading skills with college-level texts. (PLO 2)    Students will have the ability to demonstrate comprehension by applying strategies to college-level texts. (PLO 2) |  |
| Students will develop an understanding across cultural differences locally, nationally, and internationally. |  | Students will have the ability to be an involved citizen in his or her community. (PLO 5) | Students will learn Unbound, an international philanthropical organization, and write a an Unbound student. |
| Students will engage independently and effectively in lifelong learning. | Students will demonstrate the characteristics, habits and attitudes of an effective learner |  |  |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | Students will demonstrate an understanding of connections between their community experiences and the larger world, focusing especially on social justice issues. | Students will have the ability to be an involved citizen in his or her community. (PLO 5) |  |

**COURSE REQUIREMENTS & GRADING POLICY:**Due to the nature of a co-requisite course, students cannot pass EN 111 without also participating in and passing Success First Accelerated (CCS099).

**ACADEMIC VOCABULARY:**

**Homework**- 5 points per assignment / 70 points total

**Quizzes**-10 points per test / 140 points total

**WRITING:**

**Homework**- 5 points per assignment / 140 points total

**Essay Drafts –**10-20 points per draft / 150 points total

**Tests**- 40 points per test / 160 points total

**WEEKLY TUTORING:**

14 sessions at 10 points per session / 140 points total

**ACADEMIC COACHING:**

5 meetings at 20 points per meeting / 100 points total

**ATTENDANCE**:100 points

**SERVICE LEARNING***(rubric below)*: 100 points

**TOTAL:1100 points**

**Service-Learning Reflection Rubric**

Students will complete a service learning project in partnership with Unbound. Students will spend a total of 15 hours on service learning during the semester in conjunction with the Reading course: 2 hours presenting and listening to presentations, and 6 hours completing the written assignment, a written reflection and service learning evaluation survey.

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| Question / points | 4 | 3 | 2 | 1 | 0 |
| A. What did you learn in your course (and other courses, if applicable) that relates to your service or community site? What did you learn during your service community site that relates to your course? | Skillfully conveys perspectives from the course (and other courses, if applicable) and the community partner site with respect to an audience. | Adequately conveys perspectives from the course (and other courses, if applicable) and the community partner site with some respect to an audience. | Conveys ideas and facts from the course (and other courses, if applicable) and the community partner site that may be related but doesn't explicitly explain their relationship. Demonstrates minimal attention to an audience. | Conveys ideas and facts from the course and community partner site that don't seem to be related. Demonstrates little attention to an audience. | Does not meet level one performance. |
| B. What problem(s) did you help solve, enhancing our community? How did you accomplish this? | Skillfully explains the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention. | Adequately explains the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention. | Explains most of these: the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention. | Explains some of these: the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention. | Does not meet level one performance. |
| C. How has your experience affected your thinking about the community, its problems, and the solutions to those problems? | Skillfully explains changes in thinking about the community, its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences). | Adequately explains changes in thinking about the community, its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences). | Explains changes in thinking about most of these: the community, its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences). | Explains changes in thinking about some of these: its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences). | Does not meet level one performance. |
| D. What personal, academic or career goals did you achieve? How has your experience affected your thinking about your goals? How will you serve the community in the future? | Skillfully explains what personal, academic or career goals were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience. | Adequately explains what personal, academic or career goals were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience. | Explains most of these: personal, academic or career goals that were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience. | Explains some of these: personal, academic or career goals that were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience. | Does not meet level one performance. |

**MISSED WORK:** The assignment schedule I have set needs to be followed and I cannot accept assignments handed in late. Likewise, tests must be taken on the day they are given. There will be no makeup opportunities.

**CANVAS:** All course materials, grades, and communication with the instructor will be conducted in the Canvas online learning platform. Students are expected to check their accounts on a regular basis (i.e., 2X a week minimum).

Note: All communications regarding this course will be made via your Donnelly College email account. If you have questions about using Canvas, check the Online Student Guide available at <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents> For any technical problems, call the assistance line at 1-855-593-5537.  This line is available 24/7.

**GRADING SCALE:**

Grades will be assigned according to the following scale.

A: 90%-100%         990-1100 points

B: 80%-89%       880-989 points

C: 70%-79%       770-879 points

D: 60%-69%       660-769 points

F: Below 60%        659 or fewer points

**ACADEMIC INTEGRITY:**“…Academic integrity is to be maintained at all times to insure genuine educational growth.  Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action.  Serious infractions will be reviewed by an ad hoc committee~~,~~ appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:**Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:**In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities.  Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:**As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect.  Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College.  Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty.  In open discussions of ideas and issues, disagreements should focus on ideas and facts.  Name calling and assaults (either in person or on-line) will not be tolerated.  Should any problems occur, the instructor should be notified immediately.  Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

Furthermore, I expect a level of respect and attention in class that is reflective of an adult-occupied college setting. Please refrain from talking while others are talking, sleeping or resting on your desk, doing work for other classes, or otherwise disrespecting our class time together. If you are finished with class work for the period and have no homework to work on, you may read your reading-for-pleasure book silently.

Hats and/or hoodies may not be worn in class. I need to see your face and to hear your responses.

There is no eating in the classroom. You may eat outside of the class on breaks or between classes.

There is no use of electronics (smart phones, laptops, Apple watches, etc.) allowed in the classroom and smart phones must be in silent mode. You may check your messages and social media or make calls on breaks or between classes. Failure to follow this policy will result in removal from the classroom (automatic zero on all assignments for the day) on the first offense and possible removal from the program on the second offense. If you are asked to leave the classroom, you must make an office visit with your professor prior to being readmitted to the class.

**ATTENDANCE POLICY:**Students are expected to attend every class session and be on time for every class session. Absences, late arrivals, and early departures may contribute to the final grade a student earns. In all Success First classes, attendance is of utmost importance, as well as being in class on time. When you know ahead of time you will be absent, let me know. Six absences may result in withdrawal from class.

It is important to be in class when we begin. Coming in late changes the energy of the lesson, disrupting the concentration of those who are learning. Two tardies equals one absence. Every moment of class time is an opportunity for all of us to practice, understand, study, learn or teach. It is expensive to go to college—use your resources wisely by showing up and participating!

In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic and Student Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

**Accommodation of Religious Observances:**Donnelly College strongly supports the diversity of the beliefs and religions represented by our student body. The College will provide reasonable flexibility when religious observances occasionally conflict with academic obligations such as class attendance, activities, assignments, exams, and other course requirements. Students must inform instructors of such conflicts in advance and in a timely manner. Students remain responsible for all class work and other academic obligations missed because of their absence.

**EMPOWER:**Attendance, mid-term and Final grades will all be recorded in the Empower system. Students should go to Empower for official information about attendance and grades.

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:**It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing.  However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

Success First Accelerated and EN111 are linked, co-requisite courses. Therefore, a student who drops SF099 will be required to drop EN111 at the same time.

The deadlines for withdrawing from classes are as follows:

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| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks | 7 weekdays before the end of class |
| 4 to 5 weeks | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

Page Break

**TENTATIVE COURSE CALENDAR:**

The schedule is subject to change based on the progress or needs of the class.

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| **Weeks / Dates** | **Curriculum & Instruction** | **Theme** | **Performance Indicators** | **SLOs** |
| 1-2: | **Readings**  From *Inquiry*: Chap. 1  From *Left to Tell:* Preface, Introduction & Chap. 1-4 (pp. xvii-p.36)    **Grammar focus:** *Parts of Speech* | **Habits of Mind** | **Writing focus: *Literary Narrative, introduction***  Students will work on pre-writing, organization and editing of an essay about their development as a reader and writer (for EN111).    **Reading focus:**  Students will learn about common reading challenges and explore strategies to improve their reading comprehension.  **Aug. 25 – Vocabulary & Reading quiz**  **Coaching meeting #1 due by Aug. 27** | Semester-long: *The student will be able to write in several genres.*  *The student will be able to use writing for inquiry and communicating*  *The student will be able to understand writing as a process.* |
| 3-5: | **Readings**  From *Inquiry:* Chap. 2-4  From *Left to Tell:* Chap. 5-8 (pp. 37-72)  **Grammar focus:** *Simple Sentences* | **Reading as a Writer, Writing as a Reader** | **Writing focus:*Rhetorical Analysis***  **Reading focus: *Annotating and Analyzing***    **Service Learning: *Unbound***  Begin to study literacy & prepare to read at local elementary school (date TBD in March).  **Aug. 30 – Parts of Speech quiz**  **Sept. 6** – NO CLASS – Labor Day  **Sept. 13 – Vocabulary & Reading quiz**  **Sept. 15 – Simple Sentences quiz** |  |
| 6-7 | **Readings**  From *Inquiry:* Chap. 5  From *Left to Tell:* Chap. 9-12 (pp. 73-102)  **Grammar focus:***Subject-Verb Agreement* | **Claims and Arguments** | **Writing focus:** ***Short essay***    **Reading focus:**  Students will read about various sides of an issue and begin to evaluate and develop their own opinion on the issue based on the facts presented.  **Sept. 29 – Vocabulary & Reading quiz**  **Coaching meeting #2 due by Oct. 1**  **Writing focus:** ***Short essay***    **Reading focus:**  Students will read about various sides of an issue and begin to evaluate and develop their own opinion on the issue based on the facts presented. | Weeks 6-16: *The student will practice appropriate means of documenting their work.* |
| 8-9 | **Readings**  From *Inquiry:* Chap. 7  From *Left to Tell:* Chap. 13-16 (pp. 103-138)  **Grammar focus:***Subject-Verb Agreement* | **Paraphrases and Summaries** | **Writing focus: *Paraphrases, summaries and quotations***  **Reading focus:**  Students will practice quoting, paraphrasing, and summarizing as a means to understand academic sources.  **Oct. 11 – Vocabulary & Reading quiz**  **Oct. 13 – Subject-Verb Agreement quiz** |  |
| 10-11 | **Readings**  From *Inquiry:* Chap. 6 & 8a  From *Left to Tell:* Chap. 17-20 (pp. 139-174)  **Grammar focus:***Coordination & Subordination* | **Issues and Questions** | **Writing focus*:***  ***Annotated Bibliography***  Students will learn about identifying quality academic sources to use in research and writing.  **Reading focus:**  Students will read about various sides of an issue and begin to evaluate and develop their own opinion on the issue based on the facts presented.  **Oct. 25 – Vocabulary & Reading quiz**  **Coaching meeting #3 due by Oct. 29** |  |
| 12-13 | **Readings**  From *Inquiry:* Chap. 8b  From *Left to Tell:* Chap. 21-24 (pp. 175-104)  **Grammar focus:***Coordination & Subordination*    and  *Run-ons, Comma Splices & Sentence Fragments* | **Arguing and Reflecting** | **Writing Focus:**  ***Annotated Bibliography***  Students will learn about identifying quality academic sources to use in research and writing.  **Reading focus:**  Students will identify and select reliable academic sources for their Annotated Bibliography.  **Nov. 3 – Coordination & Subordination quiz**  **Nov. 8 – Vocabulary & Reading quiz**  **Nov. 10 – Common Read Lecture** –Imaculee Ilibagiza, author – Left to Tell |  |
| 14-16: | **Readings**  From *Inquiry:* Chap. 12    From *Left to Tell:* Epilogue & Afterword (pp. 205-226)  **Grammar focus:***Run-ons, Comma Splices & Sentence Fragments* | **From Revising to Editing** | **Writing focus:**  ***Argumentative Essay***  Students will learn how to research and develop a clear thesis about a multi-faceted topic and be able to support their ideas and address counter-arguments.    **Reading focus:**  Students will review strategies to improve their reading comprehension and identify which will be most useful in EN112 and beyond.    **Nov. 17 – Vocabulary & Reading quiz**  **Coaching meeting #4 due by Nov. 23**  **Dec. 6 – Sentence Errors quiz**  **Dec. 8 – Final** |  |



**CCS099 Success First Accelerated**

**Fall 2021**

**Student Agreement Form**

I have read the syllabus for CCS099 and understand the policies and procedures for this class. I understand that I will lose points for missed classes, tardiness, leaving early, or failure to bring class materials and participate daily. I understand that I can miss no more than 4 classes of CCS099 in the 16-week semester. I understand that late assignments or make up work will not be accepted and will result in a zero. I understand that it is my responsibility to ask questions of my instructor when I do not understand assignments or when I need help.

Student Name

Student Signature Date

**COVID-19 Good Faith Agreement**

I pledge to monitor myself for the symptoms of COVID-19 and to observe the 3 “Ws” while on campus: Wash my hands, watch my distance and wear a mask. I will look out for others and encourage them to stay committed to keeping everyone healthy and I will participate in contract tracing to preserve the wellness of the Donnelly Community.

Student Name

Student Signature Date