***Syllabus for English 262 Reading Improvement Reedley College***

**English 262-50413, Fall, 2011**

**Instructor: Mrs. Linda Galicia Meeting Room: LS Room B**

**Office Hours: MW 9:00-9:50(Library) Meeting Days: Daily**

 **E-Mail:*****linda.galicia@reedleycollege.edu*****Time: 10:00-10:50**

**COURSE DESCRIPTION:**

 **This course develops reading skills for college-level proficiencies in vocabulary usage, literal comprehension, and analytical and critical comprehension. You will experience various reading and reporting strategies for different styles of academic writing. The course will also emphasize reading as a problem-solving process. It is my hope that this course will encourage you to become active readers in your daily lives along with preparing you for you academic career.**

 **A variety of co-operative learning group and individual skill activities in phonetic and structural analysis, basic contextual vocabulary, and literal and basic comprehension skills will be taught for independent reading proficiency. Successful completion of this course will prepare students for English 126. It is recommended you take this course concurrently with English 252.**

**Prerequisite for this course: English 260 or placement by college assessment process.**

**Required Texts: *Ten Steps to Improving College Reading Skills***

**Library Book: *The Circuit* by Francisco Jimenez**

 **Library Books: Find a library book of your choice for the second**

 **quarter.**

 **Lab: Internet site sign up: www.townsendpress.net**

 **(Townsend Press Online Learning Center)**

 Other: English Dictionary such as ***Webster’s World Dictionary***

***(Must be brought to class daily)***

 **Three-ring loose- leaf notebook**

 **Memory Stick** , **glue stick, stapler, one package of flash cards**

**Grading and Course Policies**

English 262 is a four-unit course. This class is offered on a graded basis with a credit/no credit option. A percentage point system will be used for all assignments, including exams, enabling each student to track their progress in fulfilling the course requirements.

It is every student’s responsibility to keep all graded and returned work and to maintain an accurate account of all grades. You may be able to check you grades during course, more on this later. If so, please compare these grades to your records in order to ensure accuracy.

I will assign each student a private number and post ongoing grades on an excel document through Blackboard. I will also conference each student on their grades throughout the course.

**Percentage of Grades:**

**Daily Work\*** includes in-class assignments, textbook exercises, as well as group and individual participation. All homework assignments are to be completed before class.

 **Your class grade will be based on the following categories. Please note: (The grading policy may change at any time and all students will be notified.)**

**Tests and Quizzes 20%**

**Final Exam 10%**

**Daily Work\* 30%**

**Reading Responses 15%**

**Article Summary Assignments 15%**

**Group Project 10%**

**\*Daily work includes in-class assignments, textbook exercises, as well as group and individual participation. All homework assignments are to be completed before class.**

**Grading Scale**

**A= 90-100%**

**B=80%-89%**

**C=70%-79%**

**D=60%-69%**

**F=59% and below**

**Assignment Policies:**

1. **Formatting Guidelines**

All out of class work will be submitted in a clean, typed condition and will follow Modern Language Association (MLA) guidelines: Times New roman, 1-inch margins, double-spaced, 12-font. Any exceptions will be noted in advance.

1. **Homework**

Due at the beginning of class, unless previously arranged. Your lowest grade on the “Homework” category will be dropped.

1. **Late Work**

Except by prearrangement or unusual cases of illness or family distress (documentation may be required), **late assignments will not be accepted**. Late assignments (that have been pre-approved by the instructor) must be completed by the next class meeting after you return or a zero will be entered for the assignment.

1. **Reading Responses**

You will be doing many in-class and out of class writings and reading responses. These will be your reflections on a variety of topics and questions that are assigned in class. These assignments will help you to understand the readings as well as your own reading processes. Some of these writings will be done by hand in class, but **all** out of class entries, will be **typed** using **MLA format.**

**Class Policies**

1. **Attendance:**

 Students are **expected** **to attend all class meetings**, **be on time**, and be in class the **entire session**. Calling the instructor to tell them you will be absent does not excuse you. Students leaving class before the end of class will be counted as being absent!

Your attendance is an integral part of being successful in college. Regular attendance is required in this class. Regular means that you **attend every class,** complete your homework before class, read and study your assigned work before class and be **prepared to volunteer** in all class activities.

Remember, absences from class make success extremely difficult. It reduces your contributions to the class, slows you progress in reading, lowers your grade through missed Daily work. (Remember, you will receive a zero for each missed assignment.)

If you attend all classes and are not tardy, each member will receive 2 participation points per class meeting. These points will help your grade and total to 10 points per week and 160 points for the semester.

 **For this reason the following rules apply:**

1. Six hours of class time absences may result in not being able to catch up with all the course requirements. Furthermore, if you decide to drop the course, it is your responsibility to make the drop official in the Administrations and Records office or else possibly receive a grade of F.
2. Consideration will be given to students in the case of civic responsibilities (jury duty, NATIONAL Guard service) or religious observance-let me know if you must miss for those reasons (documentation will be required). Otherwise, if you have to miss a class I need to be given any explanations or excuses.
3. It is the student’s responsibility to notify me within 24 hours of the class meeting,
4. If you miss a class session, you are responsible for all material covered and assignments given during your absence**. It is also your responsibility to acquire a copy of any material distributed during you absence**. Check online, ask me for leftover copies, or borrow another student’s handout to make your own copy.
5. **Participation**

All students will be participating in small and large groups on a regular basis, including discussions, sharing reading responses, and completing group projects. A majority of the class will be spent in different types of interaction with each other. You will be expected to participate and contribute meaningfully within all these areas. This means that you need to come prepared with the material that has been assigned, including readings, text book assignments, reading responses, and writing assignments. This also means asking questions about things you don’t understand and by answering questions asked of you by the instructor. **Be prepared and come ready to participate!**

1. **Final Examination**

All students **must** take the final examination to receive credit for the course. Except in unusual cases of illness or family distress, final examinations will be administered only according to the “Spring Schedule” in the current Schedule of Courses. The time and date will not be changed to accommodate holiday or travel arrangement or employment schedules. A two-hour final exam will be given during finals week. You are required to take the final exam on Wednesday, December 14, 2011 from 10:00-11:50.

1. **Professionalism**

The classroom is a special **environment in which students** and faculty come together to promote learning and growth. It is imperative to the learning environment that all students **will demonstrate common courtesy to the instructor and other students**. This includes **clean language, respect for the rights, viewpoints, and opinions of others, thereby creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities**, and to develop an understanding of the community in which they live. **Student conduct which disrupts\* the learning process shall not be tolerated** and may lead to disciplinary actions and/or removal from class!!

\*This disruptive behavior includes, but is not limited to, outbursts, talking while others speak, individual conversations, or any behavior that interferes in any way with classroom activities and learning.

**Very Important: Turn off all electronic devices while in class. Failure to comply will result in removal from class.**

**Accommodations for Students with Disabilities**

If you have special needs as addressed by the American with Disabilities Act (ADA), please notify me immediately. Reasonable effort will be made to accommodate you special needs.

**Behavioral Standards: Please take care of your personal needs (i.e., using the restroom, getting a drink, sharpening a pencil) before class begins. Please turn your phone off when entering the class. You may not use your phone during class time!!**

**Note: The final drop deadline is October 14. Letter grades will be assigned after this date.**

**Homework: Most homework will be collected. Each assignment collected will be graded on completeness, neatness, and effort. Homework should be written on one side of a standard sized paper 8.5” x 11”. Please do not use spiral paper and staple all your work in the upper left-hand corner. Record the class name, your name, homework (chapter, sections, page numbers and problems), and date on each homework assignment. On graded homework, a selected amount of problems will be graded. You will also be given homework checks. No late homework will be accepted!!!!!**

**Academic Dishonesty Statement:**

**Cheating….is bad, so don’t do it!!!!!!!**

 **“Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include but is not limited to copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely”**

**(College Catalog). The first infraction will result in a failing grade on the assignment; a subsequent infraction will result in a failing grade in the course and the incident will be documented and filed in your permanent record.**

**Plagiarism…is also bad, so don’t do it!!!**

**“Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source (using citations, which we will cover in class). Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights” (College Catalog). I do not tolerate plagiarism; and anyone caught plagiarizing will receive a failing grade in the course and the incident will be documented and files in your permanent record.**

 **“Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.” (RC Catalog page 44)**

**Learning Objectives:**

**In the process of completing this course, students will:**

* **Use new techniques to learn the meanings of new words and to use those words in writing**
* **Use pre-reading and active reading strategies to improve your reading comprehension**
* **Identify the central point of texts that vary in length and type**
* **Conduct basic research using print and electronic resources**
* **Accurately summarize what you have read without copying**
* **Learn to apply effective study techniques to reading tasks.**
* **Learn to use basic research skills**

**Learning Outcomes:**

**Upon completion of this course, students will be able to:**

* **Apply a variety of vocabulary techniques such as structural analysis, dictionary skills, and context clues.**
* **Apply active reading strategies to aid concentration, comprehension,**

**and retention.**

* **Identify or state the topic and main idea or central point of texts of various lengths from textbooks and periodicals.**
* **Write summaries of fiction and nonfiction text without plagiarizing or stringing together author’s phrases.**
* **Utilize effective study techniques to improve comprehension and metacognition while reading for information**

**Course Content Outline:**

1. **Context vocabulary skills**
2. **Word attack skill**
3. **Context clue**
4. **Dictionary Skills**
5. **Guide words and usage labels**
6. **Parts of speech**
7. **Pronunciation guide**
8. **Prereading Strategies**
9. **Surveying for length**
10. **Skimming to predict difficulty**
11. **Using questions to predict topic and general content**
12. **Connecting topic to prior knowledge**
13. **Setting a purpose for reading**
14. **Predicting author’s purpose**
15. **Setting reading goals**
16. **Active Reading Strategies**
17. **Confirming or correcting predictions while reading for specific information**
18. **Self-monitoring comprehension**
19. **Attaining reading goals**
20. **Sustaining concentration**
21. **Self-monitoring comprehension**
22. **Recognizing transition works and the relationships they signal**
23. **Using transition words to predict information and relationships among ideas and information**
24. **Using cognitive organizational patterns to aid comprehension.**
25. **Responding to text orally and in writing**
26. **Annotating important ideas and questions on text page margins**
27. **Literal Reading Comprehension Skills**
28. **Identifying topic**
29. **Identifying explicit main ideas**
30. **Identifying major and minor supporting details**
31. **Interpretive Reading Skills**
32. **Identifying implied main ideas**
33. **Identifying author’s tone and purpose**
34. **Identifying author’s main point or opinion**
35. **Inferring logical conclusions from what is read**
36. **Effective Study Techniques**
37. **Filling in cognitive maps, and outlines**
38. **Underlining, or highlighting**
39. **Annotation important ideas and personal questions about the text**
40. **Restating the topic and central point or main idea**
41. **Summarizing text in own words**
42. **Responding to oral and written directions**
43. **Basic Research Skills**
44. **Being familiar with library/learning resource center contents and services**
45. **Predicting most fruitful sources for a research topic**
46. **Forming hypotheses or study questions to guide research**
47. **Summarizing text in won words in a proportionate way**
48. **Drawing logical conclusions from what is read**
49. **Responding in writing to text**
50. **Big 6 Research Strategies( INUSE) Identify topic, Note internet sites, Use specific sites, synthesize, and evaluate**

**I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ agree to the following Syllabus for English 262 for the Fall 2011 semester.**

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**Signature Date**