### **English 126 Reading Skills for College**

### **Syllabus Fall 2018**

### **Section Number: 53685 Instructor: Carol Nash**

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**Course Description**

#### This course will help develop basic reading skills into college-level proficiencies in

#### vocabulary usage, literal comprehension, and analytical and critical comprehension. It

#### will develop and help improve various reading and reporting strategies for different

#### styles of academic writing, and it will emphasize reading as a problem-solving process.

**Course Outcomes**

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

1. Apply semantic, syntactic, and morphological clues to understand more of the unfamiliar words they encounter in college-level academic reading.
2. Understand college-level, academic reading materials.
   * Understand and state the topic.
   * Understand and relate the explicit main idea.
   * Understand and state the implied main idea.
   * Recognize the major details that develop and support the main ideas.
   * Recognize and identify organizational patterns used by authors to express logical relationships and use the same organizational patterns to paraphrase and record the important information.
3. Analyze college-level, academic reading materials.
   * Distinguish among statements of fact, personal opinion, and reasoned opinion.
   * Understand and state an author’s tone, attitude, or bias.
   * Understand and identify an author’s purpose in writing.
   * Make inferences that are logical, reasonable, and probable and are based on accurate literal comprehension of what is read.
4. Demonstrate confidence in gaining important information from reading independently.

**Course Objectives**

In the process of completing this course, students will:

A. recognize and use new vocabulary with the aid of context clues, morphological clues, syntactic information, redundancy, and dictionary skills.

B. comprehend and discuss both literal and implied meanings in material up to twelfth grade level of difficulty.

C. analyze various writing techniques and their effects on the reading process.

D. evaluate the credibility of authors' treatments.

E. relate old knowledge to new.

F. use study skill techniques of previewing, organizing strategies, synthesizing and summarizing to report on readings.

G. vary reading strategies and rate according to the needs of the assignment or the level of difficulty of the writing.

H. evaluate and express the relevance of the readings in terms of personal knowledge gained or attitudinal changes resulting from the readings.

I. apply these skills to short text passages, journal articles, and to independent reading of two full length books.

J. apply cognitive skills at levels higher than locating information in order to derive meaning from text.

K. conduct guided research and evaluate the competence of information gained from research.

L. develop confidence in gaining important information from reading independently.

**Course Outline**

A.  Vocabulary skills  
  1. Analyze context clues, morphological clues, syntactic clues, and dictionary information  
  2. Expand both passive and active vocabularies

B. Literal comprehension  
  1. Understand and state relationships of ideas and sentences   
  2. Identify and state the topic, explicit or implied main idea, and supporting details  
  3. Recognize, state, and analyze organizational patterns that relate ideas and develop and support major points

C. Critical comprehension  
  1. Recognize and express denotation and connotation   
  2. Detect and state author's purpose, tone, and intended audience  
  3. Predict, infer, and draw conclusions about the topic, its treatment, characterization, and author’s attitudes or   viewpoint  
  4. Evaluate bias and credibility in readings (objectivity of language and presentation, completeness, the author’s qualifications, and accuracy of facts and sources)  
  5. Relating what is read to prior knowledge

D. Study skills  
  1. Annotate text

2 Take notes from text

3 Outline text

E Research and information competence

1. Conduct guided research
2. Evaluate the competence of researched material

#### Required Texts and Materials

**Books:**  *A Lesson Before Dying* by Ernest J. Gaines

*Immortal Life of Henrietta Lacks* by Rebecca Skloot

**Dictionary:** Any comprehensive, modern English Dictionary: *Webster’s, Random House, American Heritage, Merriam-Webster’s Collegiate*

**Other:** Paper for taking notes

**Important Dates**

**Aug. 13 (M) First day of instruction**

**Aug. 24 (F) Last day to drop class for full refund**

**Sept. 2 (SU) Last day to drop on WebAdvisor to avoid a "W"**

**Sept. 3 (M) Labor Day (no classes held, campus closed)**

**Oct. 12 (F) Last day to drop, letter grades assigned after this date**

**Nov. 12 (M) Veterans Day (no classes held, campus open)**

**Nov. 22-23 (ThF) Thanksgiving holiday (no classes, campus closed)**

**Dec. 10-14 Final exams week**

**Section 53685, TTh, Final, Thursday, Dec. 13**

**Grading**

English 126 is a four-unit course offered on a graded basis with a credit/no credit option. Students choosing a CR option must attain the equivalent of an A, B, or C grade. Students earning a D or F grade will not be given credit. Grades are determined by class participation, daily work, completion of assignments, and test performance.

**Grades will be based on the following categories:**

**Tests and Quizzes, 34%**

**\*Daily Work, 33%**

**Essays, 33%**

**Grading Scale:**

**A = 90-100%**

**B = 80-89%**

**C= 70-79%**

**D= 60-69%**

**F = 59% and below**

**\*Daily work** includes in-class assignments, homework, reading responses, as well as group and individual participation. **All homework assignments must be completed before class on the day they are due.** Homework and in-class **assignments will be randomly collected**. If collected, they will be graded and entered into the grade book.

**Late Work**

Being absent doesn’t excuse you from doing your homework. If you are absent, check Canvas, email the instructor, or contact another student to find out what the homework is. Complete it and be ready to discuss it or pass it in on time. A missed in-class assessment cannot be made up**. Late assignments will not be accepted unless prior arrangements have been made with the instructor**. Assignments can be submitted by email prior to class time on the day of an absence.

## **Attendance**

Attendance is a vital part of being successful in college. Regular attendance is required. **Attend every class**; complete your homework; read and study assigned materials. **Be prepared to participate** in class activities.

Absences from class make success very difficult. They reduce your contributions to the class and slow your progress in reading improvement. They lower your grade through missed in-class assignments. Remember, you will receive a zero for each missed assignment because in-class assignments cannot be made up. **You will be dropped from the class if four or more absences have been accumulated by the drop date.**

If you are **absent on the day of a test or quiz**, it may be made up if the instructor is **contacted within a 24-hour period of time,** and the absence is considered excused. The instructor may request documentation of the absence (doctor's note, court papers, etc.) You may take the test or quiz when you return to class, but it will be dropped one grade if you have not communicated with the instructor.

**Tardy:** If you arrive 10 minutes or more late or leave 10 minutes or more early, you will be considered tardy.

## **Participation**

You will be participating in small and large groups on a regular basis including discussions and sharing reading responses. You will be expected to participate and contribute meaningfully. That means that you need to come prepared with the material that has been assigned including readings, textbook assignments, reading responses, and writing assignments. This also means asking questions and answering instructor’s questions. *Be prepared and come ready to participate.* Failure to be prepared may result in a lower grade for that day’s work.

## **Written Responses**

You will be doing in-class and out-of-class writings and reading responses. All out-of-class assignments **MUST BE TYPED using MLA style.** These assignments will help you understand the readings as well as increase your reading comprehension.

#### Final Examination

Except in unusual cases of illness or family distress, final examinations will be administered only according to the final exam schedule in the current Schedule of Courses. The time and date will not be changed to accommodate holiday or travel arrangements or employment schedules.

#### Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media, as addressed by the American Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, notify your instructor and immediate, reasonable efforts will be made to accommodate your situation.

#### Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to the learning environment that all students demonstrate **common courtesy** to the instructor and other students. This includes appropriate language and respect for others’ rights, viewpoints, and opinions. Student conduct, which **disrupts or interferes in anyway with the learning process, shall not be tolerated and may lead to disciplinary action and/or removal from class**. The instructor reserves the right to ask a student to leave if his or her behavior is disrupting instruction or group activities. Disruptions include talking or other distractions and will not be tolerated. If you are asked to leave, it will be considered an absence for the day, and it will not be possible to make up missed Daily Work including tests given during that class session.

**Academic Integrity (Reedley College Catalog)**

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.

**Plagiarism (Reedley College Catalog)**

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one’s own work. 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 copyrights.

All incidents of cheating and plagiarism will be regarded very seriously and will result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor.

**Canceled Class Notification**

If for any reason class is canceled, a notice will be posted on the door of the classroom and on the Reedley College website. Also check Canvas. Any important messages or assignments for the next class session will be posted there.

**Miscellaneous**

Classroom **visitors** are not allowed unless cleared with the instructor prior to the class session. The college doesn’t allow **food or drink** in the classrooms. **Cell phone** usage, including texting, is not allowed during class. **Phones must be turned off and put away**.

**Activate Canvas** for this class section. Assignments, communications, and announcements will be posted throughout the semester. Please check the site daily as you will be responsible for all information posted there. You can also check all scores and your grade at any time.