 ENGL 126--Reading Skills for College

Fall 2018: August 13 – December 14

Welcome! My name is Mrs. Thurber and I will be your instructor for this pre-collegiate reading skills class here at Reedley College. This course is designed to help you develop the basic reading skills, abilities, and strategies to successfully understand, analyze, and respond to college-level reading material. Various reading and reporting strategies are developed and improved for different styles of academic writing. My instruction emphasizes reading as a problem-solving process. We will read and analyze two full-length texts, as well as articles, short stories and several forms of media.

As a full-time instructor on the RC campus, I have taught this reading course for over a decade and have helped students succeed in the field of education for over 20 years. I invite you to communicate with me outside of class during my office hours. If you feel confused regarding a reading or an assignment, don’t wait—share your concern. It is very likely that you are not alone in those thoughts and I may be able to help. There are three main ways to communicate with me: visiting my office hours, sending me an email or leaving a detailed voicemail. I have several scheduled office hours, both in person on the RC campus and via email, as listed below. I am also available by appointment. My office is located in the Humanities (HUM) wing, next to the Reading & Writing Center. There are four offices located in the same area and mine is HUM 52.

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| **Mrs. Thurber’s office phone:** 638-3641, extension 3297  (Note: Give your first and last name and section number; leave a detailed voicemail with phone number if you would like a return call. Please speak slowly; sometimes the reception of cell phone service makes it difficult for me to understand your information.)  **Mrs. Thurber’s e-mail:** [julie.thurber@reedleycollege.edu](mailto:julie.thurber@reedleycollege.edu)  **Mrs. Thurber’s office hours:**  Tuesday 1:00-1:50pm; Wednesday 1:00-1:50pm (HUM 52)  Friday 10:00-10:50pm (Virtual Office Hour)  Also, I am always available by Appointment: call or email to schedule an appointment. |

Find your section from the list of three sections that I am teaching this semester:

Class Code: **95013** Class Day/Time: MW 11:00am-12:50pm Room: PHY 75

Class Code: **53682** Class Day/Time: TTh 11:00am-12:50pm Room: PHY 75

Sometimes it is helpful to connect with a student in the class if you want to double-check the homework, clarify something discussed in class or form a study group.

Reliable Classmate Contact Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (optional)

There are three **Academic Support Centers** (*ASC*-get it?!) on the Reedley College campus to assist students with a range of learning resources and I strongly encourage you to consider using their services. Stop by and tell them Mrs. Thurber says, “Hi!”

# Write down the center hours, visit the first week of class then *ASC* for a signature!

1. Learning Center for Tutoring and Supplemental Instruction: located in the library, also known as the Learning Resource Center (LRC 111) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Math Center: Forestry, Engineering & Math (FEM 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Reading and Writing Center: Humanities (HUM 58) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Success in college involves planning and preparation. Knowing *what* is happening throughout the semester and *when,* is vital to successful completion of this and all of your courses. Below is a general Reedley College calendar with the specific date for your section’s final, as stated on the Final Exam Week Schedule found on the last page of the RC Schedule of Classes.

## Important Dates on the Academic Calendar

August 13 Fall 2018: First day of instruction

August 31 Last day to register for a fall class

August 31 Last day to drop to avoid a “W” in person (9/2 on WebAdvisor)

September 3 Labor Day Holiday (M: *no class*, campus closed)

October 12 Last day to drop a fall class (letter grades assigned after this date)

November 12 Veterans Day Observed (M: *no class*, campus open)

Nov 22-23 Thanksgiving Holiday (Th-F: *no classes*, campus closed)

Dec 10-14 Final Exam Week

Dec 12 ENGL 126 **(95013)** FINAL EXAM: Wednesday, 11:00-12:50pm, PHY 75

Dec 13 ENGL 126 **(53682)** FINAL EXAM: Thursday, 11:00-12:50pm, PHY 75

Dec 14 End of fall semester

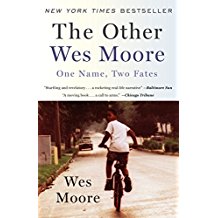
Course materials have been carefully selected to assist you in the pursuit of academic success. There is *no course textbook* this semester, but there will be many readings to print from Canvas. Two books are required. Locate and purchase these texts right away and bring them to class.

# Materials:

## A. Two Required Novels:

1. Hannah, Kristin. *The Nightingale*. St. Martin’s Press, 2015.

2. Moore, Wes. *The Other Wes Moore*. Spiegel & Grau, 2011.

Book #1:  Book #2: 

## B. Three-ring loose leaf binder with 4 dividers; pens/pencils, highlighters, paper

Keep printed readings accessible in your binder and bring with you to class.

There are a number of **Outcomes and Objectives** that are consistently employed by every instructor teaching sections of this course at Reedley College. These are listed below.

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| **Student Learning 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:   a. understand and state the topic.  b. understand and state the explicit main idea.  c. understand and state the implied main idea.   1. recognize the major details that develop and support the main ideas. 2. recognize and identify organizational patterns used to express logical relationships and use the same organizational patterns to paraphrase and   record the important information  3 analyze college-level, academic reading materials:   * 1. distinguish among statements of fact, personal opinion, and reasoned opinion.   2. understand and state an author’s tone, attitude, or bias.   3. understand and identify an author’s purpose in writing.   4. make inferences that are logical, reasonable, and probable and are based on accurate literal comprehension of what is read.   5. demonstrate confidence in gaining important information from reading independently. |  |
| **Objectives:** |  |
| *In the process of completing this course, students will:* |  |
| 1. recognize and use new vocabulary with the aid of context clues, morphological clues, syntactic information, redundancy, and dictionary skills. 2. comprehend and express both literal and implied meanings in material up to twelfth grade level of difficulty. 3. apply cognitive skills at levels higher than locating information in order to derive meaning from text. 4. analyze various writing techniques and their effects on the reading process. 5. evaluate the credibility of authors’ treatments. 6. relate prior knowledge to new. 7. use study skill techniques of previewing, organizing strategies, synthesizing and summarizing to report on readings. 8. vary reading strategies and rate according to the needs of the assignment or the level of difficulty of the writing. 9. evaluate and express the relevance of the readings in terms of personal knowledge gained or attitudinal changes resulting from the readings. 10. apply these skills to text passages, journal articles, and to independent reading of two full-length books. 11. conduct guided research and evaluate the competence of information gained from research. 12. develop confidence in gaining important information from reading independently. |  |

**Your success in this class depends on your understanding that there are three elements are required for successful completion of this course.**

# These are described below: Attendance, Homework, and Tests.

1. **Attendance is required.** Students are expected to attend class, arriving on time and not leaving until the end of the class. Do not schedule appointments or work-related activities during this time. YOU are in control of your daily schedule and if you are enrolled in this class, then you have decided that you have enough TIME in your life to attend every single class period. If a conflict arises, however, I should be notified *prior* to class (the day before or via e-mail or voice mail). Communication is *essential*, although notifying me does not excuse the absence. There is no such thing as an “excused absence” in college. A student is either *in* class or not. I understand that sometimes “life happens” and you may not be able to attend class once or twice during the semester. Research shows that there is a direct correlation between daily attendance and those who receive a C or better at the end of the term. This is SO important to your success that I choose to reward all students who attend each class. *Students who maintain perfect attendance (in on-time, out on-time) receive* *10 points after completing the final exam.*

If you are absent, you should still come to class *prepared*. It is the student’s responsibility to turn in assigned work on time, regardless of an absence. You can submit your work before the due date if you know you will be absent. Late work is generally not accepted. The state of California requires that students expecting to receive college credit attend class. This is the reason that I take a daily record of attendance that is submitted to Admissions & Records at the end of the semester. Any student who misses a total of 8 class hours before the drop date will be dropped, and first day of class “no shows” will be dropped immediately. Keep in mind that each class period is two “hours” long. Please note that if you have decided to stop attending class, it is still your responsibility to drop officially in order to avoid an “F” in the course. I cannot drop any student after the ninth week; therefore any student no longer attending would earn an “F” in the class, so pay attention to these important dates on the academic calendar.

If for any reason class has been cancelled, a notice will be posted on the classroom door and on the Reedley College website. **Canvas,** Reedley College’s online management system, is updated weekly with course information, new “home pages,” assignment links, grades, and attendance. All of this information is available to you, so Check Canvas regularly for current information. Research shows that student success increases with significant time spent in preparation and study beyond the classroom. The standard expectation for college coursework is that students will spend at least two hours “outside” of class time for every hour spent “in” the classroom. To encourage this study habit, I include required participation of at least one hour called “Non-Optional Time on Task” (NOTT) with a selected study group outside of class time.

**Keep in mind that as a community of learners, your choices impact others and every class member needs to be *fully* present:**

**a.** Cell phones are a serious distraction to the thinking process required for this course and are not allowed, even before class. **TURN OFF AND PUT AWAY CELL PHONES BEFORE YOU ENTER THE AREA SURROUNDING THE CLASSROOM.** Texting or other phone use is not permitted(since your mind is actually not present) and students will earn a 0 on “work” attempted during this type of *mental absence*.

**b.** T-shirts with INAPPROPRIATE GRAPHICS or LANGUAGE should be reconsidered.This is a professional environment.

**c.** PLAGIARISM and CHEATING of any kind will NOT be tolerated. See below.

**2. Homework is required**. **Homework is corrected and/or collected at the beginning of each class.** It will be considered late if turned in after this time, and may not be accepted, except at the discretion of the instructor. Students are expected to come to class prepared. Throughout the semester students will keep all work organized in a three-ring binder along with class notes and this syllabus, forming the framework for a portfolio.

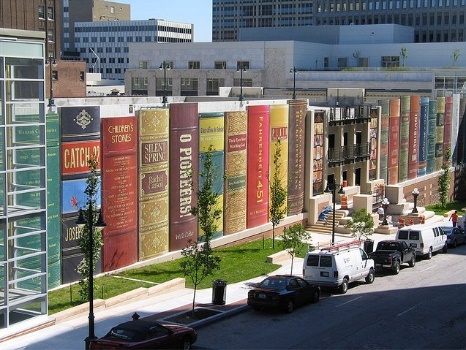
Assignments should be typed in MLA format, using a font such as Times New Roman or Palatino; size 12 and double-spaced. Include your name, course title, instructor’s name, and due date in the upper left hand corner. Type the assignment title, centered, below this information. Use the spell check tool and **proofread all work carefully** before submission. Students are expected to use correct grammar, punctuation and spelling in this college course. Excessive errors will result in the deduction of points *if* the assignment is accepted, bcuz us teachers dont hafta except ur work if u chews not two take the thyme to proofread. ☺ *(Did you find 10 errors?)*

Prepare your own work: the instructor utilizes both *turnitin.com* and professional judgment to determine **originality**. The term *originality* means that any work on which you have put your name is fully your own unique thought. Assignments suspected to have been plagiarized in *any* way including the *copying of words or ideas* from any website, in collusion with or completed by anyone other than the enrolled student automatically earn 0 points and may face disciplinary action within the guidelines of the campus plagiarism policy as stated below.

## Academic Dishonesty Statement

**“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)**

**3. Tests are required**. If you are absent the day a test is scheduled, you may be allowed to take it (or a different version) during the next office hour, at the discretion of the instructor. A missed exam will automatically earn a 0 in the grade book; it is the students’ responsibility to contact me and make up the test within two days of the absence. Be prepared for the occasional “pop quiz” which cannot be made up by those absent. The Final Exam will include concepts covered over the course of the entire semester andis **required** to receive credit for this course. Except in a rare circumstance of severe illness or family emergency, alternate arrangements for rescheduling the final will not be allowed.



**Grading:** English 126 is a four-unit course, offered on a graded basis, with a credit/no credit option. Grades are determined by class participation, test performance and successful completion of assignments and written work. Detailed information and guidelines for all items will be provided as work is assigned.The instructor utilizes Canvas as a platform for all resources, online discussion boards, submission of certain assignments and for maintenance of grades. You should become familiar with Canvas and regularly track your progress in this class.

Your final grade is calculated by points earned in four categories, weighed equally:

* Homework: preparation of daily readings, responses including Discussion Boards—25%
* Classwork: participation in practice of reading, writing and critical thinking skills—25%
* Tests: performance on reading assessments including quizzes and all exams – 25%
* Written Reports: production of written work including NOTT participation, essays– 25%

Successful completion is defined as achieving an average of 70% (C-) or greater on assignments, assessments, reports, and the final exam over the course of the semester. If your grade falls below 75%, you should expect an **Early Alert** message so that we can communicate on ways I can help you improve your reading and writing. Every point counts, so come prepared to participate, take notes, and do your best work right to the very end!

The grading scale is as follows:

**A – 100% - 90%**

### **B – 89% - 80%**

**C – 79% - 70% *(70% or greater is successful completion)***

#### **D – 69% - 60%**

##### **F – 60% and Below**

**Tentative Schedule of Course Content**

**Week 1 (8/13) Introduction and Discussion of Syllabus**

**Prior Knowledge, Comprehension & the Active Reading Process**

* Metacognition and Reading History

**Introduction to Mindset Theory: Carol Dweck**

**Diagnostic Reading Assessment (Pretest)**

**Week 2 (8/20)**  **Growth Mindset & Grit: Angela Duckworth**

* **“The Grittiest College Students” by Angela Duckworth**

**Vocabulary Skills for Comprehension of Unfamiliar Words**

* Context Clues: SAGE

(Synonym, Antonym, General Context, Example)

* Morphology

**Week 3 (8/27)** **Introduce *The Nightingale*, by Kristin Hannah**; meet with NOTT group

Notetaking with Audiovisual Media: Identify Subject, Main Idea, Details “If you want to change the world…” by Admiral William McRaven

Introduce **Explicitly Stated Main Idea**

* Three Parts of a Paragraph:

Subject, Main Idea, & Supporting Details

* Identifying the Subject of a Paragraph & Topic Sentence
* Flow of Information: general (broad) vs. specific (narrow)

Application to Longer Passages: Central Idea and Thesis Statement

**Week 4 (9/3)** **“Start with Why” Simon Sinek**

Labor Day Holiday: No classes held on September 3, 2018

**Gary Soto Reading**

Major and Minor Details; Outlines, Concept Maps; Summarizing

**Week 5 (9/10) Millennials Discussion: Simon Sinek**

**“The Me, Me, Me Generation”**

**Week 6 (9/17) “You are not special” Convocation speech**

**“Have Smartphones Destroyed a Generation?”**

**Week 7 (9/24)** Paper #1 Outline Due on Canvas: Monday, September 24, 2018

###### Paper #1 Rough Draft Due on Canvas: Friday, September 28, 2018

Critical Thinking, Part 1: **Fact and Opinion**

Note Biased Words and Qualifiers to Identify Opinions

Informed Opinion, Expert Opinion, Factual Source

**Week 8 (10/1)** Paper #1 Final Draft Due on Canvas: Monday 10/1 & Tuesday 10/2, 2018

**Introduce Book #2: *The Other Wes Moore*, by Wes Moore**

**Week 9 (10/8) Tone and Purpose**

* Identify Objective and Subjective Tone Words
* Primary Purpose

**Week 10 (10/15**) **Unstated Main Idea** (**Implicit Main Idea)**

Implied Central Ideas

Two by Frost—“Fire & Ice” and “Nothing Gold Can Stay”

“The Most Dangerous Game” by Richard Connell

**Week 11 (10/22)** Additional Implied Main Idea Readings & Responses

“The Monkey’s Paw” by W. W. Jacobs

**Week 12 (10/29) Inferences: Making VALID Inferences**

**Transitions and Thought Patterns (aka: Patterns of Organization)**

Introduction and Practice: Time Order and Pattern of Addition

**Week 13 (11/5)**  **More Thought Patterns:** Comparison, Contrast,

Definition or General Statement & Example, Cause & Effect

Continued Practice & Application of Thought Patterns

Sir Ken Robinson Reading/Media Graphic on Educational Change

**Week 14 (11/12)** Veterans Day Observed: No classes held on November 12, 2018

Paper #2 Outline Due on Canvas: Thursday, November 14, 2018

**Week 15** **(11/19) (Unbiased) Logical Argument**

* Identify the Author’s *Claim* and *Supports*
* Decide if the author’s support is *relevant* and *adequate*.

###### Paper #2 Rough Draft Due on Canvas: Mon 11/19 & Tues 11/20, 2018

Thanksgiving Holiday: No classes held on November 22-23, 2018

**Week 16 (11/26) Critical Thinking, Part 2: Biased Argument**

Detecting Propaganda and Recognizing Errors in Reasoning

Paper #2 Final Draft Due on Canvas: Mon 11/26 & Tues 11/27, 2018

**Week 17 (12/3)** Application of Cumulative Reading Skills

Meta-Cognitive Self-Assessment

**Week 18 (12/10) Final Exam Week**

ENGL 126 **(95013)** FINAL EXAM: Wednesday, Dec. 12, 11:00-12:50pm, PHY 75

ENGL 126 **(53682)** FINAL EXAM: Thursday, Dec. 13, 11:00-12:50pm, PHY 75

**Please Note: 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.**

***\*\**This *tentative* schedule is subject to change at the discretion of the instructor.\*\***