** ENGL 126--Reading Skills for College**

**Spring 2018: January 8 – May 18**

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 novels, 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 11 years and have helped students succeed in the field of education for over 20 years. I invite you to communicate with me regularly outside of class. 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.

|  |
| --- |
|  **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**Mrs. Thurber’s office hours:** Tuesday 1-1:50pm; Wednesday 11:00am-11:50pm & 1-1:50pm (HUM 52)Friday 12:00-12:50pm (Virtual Office Hour via email)Also, I am 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: **52504** Class Day/Time: MTThF 10:00am-10:50am Room: LFS B

Class Code: **52506** Class Day/Time: MTThF 11:00am-11:50am Room: LFS B

Class Code: **52500** Class Day/Time: MTWTh 12:00pm- 12:50pm Room: LFS B

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**

January 8 Spring 2018: First day of instruction

January 17 Martin Luther King, Jr. Day Observed (*no class*, campus closed)

January 26 Last day to register for a spring class

January 26 Last day to drop to avoid a “W” in person (1/28 on WebAdvisor)

February 16 Lincoln Day Observed (*no class*, campus closed)

February 19 Washington Day Observed (*no class*, campus closed)

March 9 Last day to drop a spring class (letter grades assigned after this date)

March 26-30 Spring Recess (*no classes*, campus open Mon-Thurs; campus closed Friday)

May 14-18 Final Exam Week

May 14 ENGL 126 **(52504)** FINAL EXAM: Monday, 10:00-11:50am, LFS B

May 14 ENGL 126 **(52500)** FINAL EXAM: Monday, 12:00-1:50pm, LFS B

May 16 ENGL 126 **(52506)** FINAL EXAM: Wednesday, 11:00-12:50am, LFS B

May 18 End of spring semester

Course materials have been carefully selected to assist you in the pursuit of academic success. Locate and purchase these texts right away. It is important to bring the text and each novel to class daily. The main textbook is a consumable workbook that you will write in, annotating key ideas throughout the semester. You will not be able to sell it back. Do not buy a “used” copy unless it really is brand new with no writing in it at all and no torn out pages. I do not recommend that you “rent” the textbook, even if there is a sticker on it. Buy it.

**Materials:**

A. Required Textbook:

Langan, John. *Ten Steps to Advanced Reading, 2nd Ed.* Townsend Press, 2013.

B. Two Required Novels:

1. Skloot, Rebecca. *The Immortal Life of Henrietta Lacks.* Broadway Books, 2011.

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

Textbook:  Book #1:  Book #2: 

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

**Note: Bring your textbook, binder and the first novel by the second class meeting.**

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.

|  |
| --- |
| **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 information3 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 regularly, arriving on time and not leaving until the end of the class. Do not schedule other 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, the instructor must 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. In college, there is no such thing as an “excused absence.” 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 have decided to reward all students who make the commitment and show up on time to each class. *Students who maintain perfect attendance (in on-time, out on-time) receive* *10 points added to their total number of 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. If you cannot attend class the day an ongoing assignment is due, submit your work before the due date. Late work is generally not accepted. The state of California requires that students attend the class for which they expect to receive college credit. The instructor will drop any student who misses a total of 8 class hours before the drop date. However, if you have stopped attending class, it is still your responsibility to drop officially in order to avoid an “F” in the course. A student cannot be dropped after the ninth week; therefore any student who has stopped attending would earn an “F” in the class.

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 new online management system is updated weekly with course information, new home pages, assignment links, grades, and attendance as maintained by the instructor. Check Canvas regularly for current information.

Research also 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 that I call “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 we need to be *fully* present:**

 **1.** 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 all work during this *mental absence*.

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

**3. 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. **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.**

**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) the day you return, at the discretion of the instructor. The instructor may arrange for you to take the test at the Testing Center before the next class period. A missed exam will automatically earn a 0 in the grade book; it is the students’ responsibility to 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 studied over the course of the entire semester. **All students must take all parts of the final examination 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: reading skills practice, daily readings, participation—25%

Tests: reading skills assessments including quizzes and unit exams) – 25%

Written Reports: NOTT participation and assignments, two essays; other writing – 25%

Final Exam: Application of Combined Skills, Practice Tests & Final Exam– 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. 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 Course Text: *Advanced Reading Skills, 2nd Ed.***

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

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

Metacognition and Reading History

Begin *The Immortal Life of Henrietta Lacks*; NOTT groups

**Week 2 (1/15)**  **Martin Luther King, Jr. Day: No classes held on January 15, 2018**

Initial Reading Assessment (Pretest)

**1 Stated Main Idea (Explicit Main Idea)**

Three Parts of a Paragraph: Subject, Main Idea, Supporting Details

**Week 3 (1/22)** Flow of Information: general (broad) vs. specific (narrow)

 Identifying the Subject of a Paragraph & Topic Sentence

Application to Longer Passages: Central Idea and Thesis Statement

**Week 4 (1/29)** **2 Supporting Details**

Major and Minor Details; Outlines, Concept Maps; Summarizing

 **Test of Stated Main Idea and Supporting Details**

**Week 5 (2/5) Vocabulary Skills**

 Context Clues: SAGE (Synonym, Antonym, General Context, Example)

 **Paper #1 Outline Due on Canvas: Friday, February 9, 2018**

**Week 6 (2/12)** Morphology: Word Parts (Prefix, Root, Suffix)

**Vocabulary Assessment: Context & Morphology**

 ***The Immortal Life of Henrietta Lacks*: Character Check & Exam (Canvas)**

 **Lincoln Holiday Observed: No classes held on February 16, 2018**

**Week 7 (2/19)** **Washington Holiday Observed: No classes held on February 19, 2018**

**Paper #1 Rough Draft Due on Canvas: Tuesday, February 20, 2018**

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

 Note Biased Words and Qualifiers to Identify Opinions

Informed Opinion, Expert Opinion, Factual Source

**Week 8 (2/26) Paper #1 Final Draft Due on Canvas: Tuesday, February 27, 2018**

Begin *The Nightingale* and meet with new NOTT groups

**Week 9 (3/5) 7 Tone and Purpose**

 Identify Objective and Subjective Tone Words; Primary Purpose

 **Fact & Opinion/Tone & Purpose Assessment**

**Week 10 (3/12**) **3** **Unstated Main Idea** (**Implicit)**

 Implied Central Ideas

 **March 15:** **The Family of Henrietta Lacks will visit Reedley College!**

**Week 11 (3/19)** Additional Implied Main Idea Practice

 **Implicit Main Idea Assessment**

**Spring Recess: No classes held March 26-30, 2018**

**Week 12 (4/2)**  **4** **Transitions and Thought Patterns (aka: Patterns of Organization)**

Introduction and Practice

 **5 More Thought Patterns**

Continued Practice & Application of Thought Patterns

**Week 13 (4/9) Patterns of Organization Assessment**

 ***The Nightingale* Character Check & Exam (Canvas)**

**Week 14 (4/16) 6** Inferences: Making VALID Inferences

 **Inferences Assessment**

 ***The Nightingale* Outline Due on Canvas: Thursday, April 19, 2018**

**Week 15** **(4/23) 8 (Unbiased) Logical Argument**

Identify the *Claim* and *Supports*

 Decide if the author’s support is *relevant* and *adequate*.

 **Paper #2 Rough Draft Due on Canvas:** **April** **26, 2018**

**Week 16 (4/30) 9 Critical Thinking, Part 2: Biased Argument**

Detecting Propaganda and Recognizing Errors in Reasoning

 **Paper #2 Final Draft Due on Canvas: Thursday, May 3, 2018**

**Week 17 (5/7)** Application of Cumulative Reading Skills

 Meta-Cognitive Self-Assessment

**Week 18 (5/14) Final Exam Week**

**ENGL 126 (52504) FINAL EXAM: Monday, May 14, 10:00-11:50am, LFS B**

**ENGL 126 (52500) FINAL EXAM: Monday, May 14, 12:00-1:50pm, LFS B**

**ENGL 126 (52506) FINAL EXAM: Wednesday, May 16, 11:00-12:50am, LFS B**

**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.\*\***