Syllabus English 126

Instructor: Heather Paul

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Ext: 3256 Office: Annex 6 (Please see map for location of office, etc.)

Office Hours:

Monday: 9-10

Wednesday: 10-10:50

Friday: Virtual Office Hour 1-2 (Please use email, or Canvas Discussion Board to contact me.)

Classes:

English 126 #52516 PHY 75 11-11:50

English 126 #52511 PHY 75 1-1:50

English 126 #52512 LFS B 2-2:50

**General Description:**

This course is designed to help students develop college-level proficiency in vocabulary usage, literal, analytical, and critical comprehension. We will develop and improve various reading and reporting strategies for different styles of academic writing. The instruction for this class emphasizes reading as a problem-solving process.

**Required Materials:**

**Class Matters by the New York Times** [Link to Amazon](https://www.amazon.com/Class-Matters-New-York-Times/dp/0805080554/ref=sr_1_1?ie=UTF8&qid=1515432845&sr=8-1&keywords=class+matters+by+the+new+york+times) This non-fiction book is a collection of different articles regarding the role that class plays in our society. The bookstore does not have this book. Please find it on your own.

**Red Rising by Pierce Brown**. This is a science fiction title. It follows the path of Darrow, who is in search of revenge after a serious wrong is done to him. The bookstore has this book in stock.

You need a **stapler** please. I don’t carry one. And I am not the most organized person. So you need to staple your pages together before turning them in.

**Blue or Black Pen or Pencil for everyday work**

**Pen of a different color.** Something other than what you usually use for when we grade in class.

You’re going to be printing quite a bit for this class. So you are going to need some spare change, or a ream of paper for your printer. The Library and the Reading/Writing Center both offer copying services.

**Microsoft Word or the ability to export your document into Word**. I can only accept documents submitted to Canvas in Word format. Word is available for free to students.

**Grading Scale:**

Daily Work: 25%

Assessments: 25%

Participation: 25% Essays: 25%

**Daily Work:**

Includes all of your in class assignments. Including but not limited to group work, reading responses, etc.

**Assessments:**

These include all vocabulary tests and reading quizzes. Because of the nature of the class, I will not always give you a warning that one of these is going to happen, you may not make up any of these assessments, and they are generally given first thing in class. If you are late or absent you may not take it because they are given spur of the moment and graded in class, it would not be fair for you to be able to take it after the fact.

**Participation**:

The success of my class is really dependent on community. The building of a community in the classroom is something that I take very seriously and put a lot of effort into. In light of that, I really appreciate when my students help me with this task. When students offer up answers, or engage in discussion, the class goes by faster, we all learn more, and in general, the class grades go up. Please participate.

**Essays:**

There will be four essays, or essay type assignments over the course of the semester. Please don’t stress about this too much. I will help you with these.

**Attendance:**

Please attend class on time and prepared. If you are absent that will not be an excuse for not completing work. I make every attempt to keep Canvas up to date with assignments. Please check there if you are absent and wanting to make up work. If there is nothing there, please feel free to contact me. If you are absent four hours from class by the end of the ninth week, you will be dropped from the course.

**Students with Disabilities:** I am happy to help all of my students successfully complete my class. Students with disabilities are no exception. Students with physical or learning disabilities will receive reasonable accommodations for learning and evaluation. Students with such disabilities should identify themselves to the college and to the instructor as soon as possible so that reasonable accommodations can be made within the course. To be most successful, students with learning disabilities should arrange for learning accommodations in this course before instruction begins. If you have a verified need for an academic accommodation or materials in alternate media (e.g., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me as soon as possible. For more information, contact the Reedley College Disabled Student Services (DSS) Program in the DSS building (ext. 3332).

**Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. 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, of failing to disclose research results completely.

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 indifferent 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.

PLAGIARIZED ASSIGNMENTS OR ASSIGNMENTS ON WHICH A STUDENT HAS CHEATED WILL RECEIVE ZERO CREDIT.

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 in college-level academic reading.
2. Understand college-level, academic reading materials.

-Understand and state the topic of college-level, academic reading materials.

-Understand and relate the explicit main idea of college-level, academic reading materials. -Understand and state the implied main idea of college-level, academic reading materials.

-Recognize the major details presented in college-level, academic reading materials to 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 in college-level, academic reading materials.

1. Analyze college-level, academic reading materials.

-Distinguish among statements of fact, personal opinion, and reasoned opinion in college- level, academic reading materials.

-Understand and state an author’s tone, attitude, or bias in a passage of college-level, academic reading materials. Understand and identify an author’s purpose in writing a passage of college-level, academic reading materials.

-Make inferences that are logical, reasonable, and probable and are based on accurate literal comprehension of what is read in college-level, academic reading materials. IV. Demonstrate confidence in gaining important information from reading independently

Course Objectives:

1. recognize and use new vocabulary with the aid of context clues, morphological clues, syntactic information, redundancy, and dictionary skills.
2. comprehend and discuss both literal and implied meanings in material up to twelfth grade level of difficulty.
3. analyze various writing techniques and their effects on the reading process.
4. evaluate the credibility of authors' treatments. V. relate old knowledge to new. VI. use study skill techniques of previewing, organizing strategies, synthesizing and summarizing to report on readings.
5. vary reading strategies and rate according to the needs of the assignment or the level of difficulty of the writing.
6. discuss the relevance of the readings in terms of personal knowledge gained or attitudinal changes resulting from the readings.
7. apply these skills to text passages, journal articles, and to independent reading of two full-length books

Course Outline:

1. Vocabulary skills
   1. Analyzing context clues, morphological clues, syntactic information, redundancy, and dictionary information 2. Expanding both passive and active vocabularies
2. Literal comprehension
   1. Understanding and stating relationships of sentences and their effects on the total meaning of paragraphs and articles
   2. Identifying and stating the topic, main idea, and supporting details
   3. Recognizing, stating, and analyzing written organizational patterns used to relate ideas:

cause and effect, comparison, other logical relationships contrast.

1. Critical comprehension
   1. Recognizing and expressing denotation and connotation
   2. Detecting and stating author's purpose, tone, and intended audience
   3. Predicting, inferring, and drawing conclusions about the topic, its treatment, characterization, and author’s attitudes
   4. Categorizing, generalizing, or elaborating on readings
   5. Evaluating the credibility of readings in terms of the objectivity of language and presentation, completeness, the qualifications, and accuracy of facts and sources
   6. Relating what is read to prior knowledge
2. Study skills
   1. Applying study-reading techniques, underlining, margin notes, note-taking, and outlining skills to text and journal

**Syllabus is subject to change.**