**English 126**

**Reading Skills for College**

**Spring - 2018**

**Instructor:       Mr. Wilkin**

**Email:**[**david.wilkin@reedleycollege.edu**](mailto:david.wilkin@reedleycollege.edu)

**Class Day/Time:  Tuesday/Thursday 6:00 pm - 7:50 pm**

**Room:                   PHY 75**

**Required Materials**

**Textbook:***The Master Reader* 4th Edition by D. J. Henry

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

*Tuesdays with Morrie* by Mitch Albom

**Other needed material:**  Binder, pencil, red pen, college-ruled lined paper,

                                         highlighter, sticky 3X3 Post-it Notes

**Course Description:**

English 126 is designed to develop specific reading skills and strategies that help students deal with college-level reading material more successfully.  This class encourages students to become better critical readers and thinkers.

**Grading:**

English 126 is a four-unit course.  The class is offered on a graded basis with a Credit/No Credit option.  Grades are based on class participation, assignment completions, test and quiz results, punctuality, and number of absences.  Students must earn 70% (C-) average or greater on all graded material to successfully complete this class.

**Grading Scale:**

A    90% and above

B    80% - 89%

C    70% - 79%

D    60% - 69%

F     59% and below

**Note:  If you have a verified need for an academic accommodation or materials in alternate media (i.e., 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.**

**Attendance**

Attendance will be extremely important due to the nature of this class.  Much of the required course work will be completed during class meetings.  Students will  be expected to attend class regularly, arriving on time and not leaving until the class has ended.  If you are going to miss class for any reason, please email me as soon as possible. **If you accumulate more than four absences before the last drop date, you will be dropped from the class.  If you accumulate six or more absences by the end of the semester, you may not receive credit for this class.  Also, two tardies or leaving class early are equivalent to one absence.  Keep track of your attendance!**

**Tests/Quizzes/Classwork/Homework**

Students will not be allowed to make-up missed tests, quizzes, or classwork.  Homework will be required and is corrected and/or collected at the beginning of class.  Late homework will not be accepted**.**There will be no extra credit at the end of the semester for this missed work.  If you are absent, call a classmate for homework assignments or dates for upcoming quizzes and tests. If you know you are going to be absent, have a classmate turn your homework in for you. Try to come to class prepared every week. Be responsible and diligent in checking the Calendar and Announcements in Canvas for upcoming assignments and other notifications.

**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)

**Cell Phone Usage**

A student will be dismissed from class and considered absent for that period for using a cell phone or any other electronic device unless given permission by me.  Silence your cell phone before you enter the classroom.  Please inform me at the beginning of class if you are expecting an emergency call.  Set your phone on vibrate and leave the class to take the call.

**Clothing**

Any clothing apparel with inappropriate graphics and/or language is not permitted in this  classroom.

**Student Learning Outcomes**

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

A.) apply semantic, syntactic, and morphological clues to understand more of the

     unfamiliar words they encounter in college-level academic reading.

B.) understand college-level, academic reading material.

          1.) understand and state the topic.

          2.) understand and state the explicit main idea.

          3.) understand and state the implied main idea.

          4.) recognize the major details that develop and support the main ideas.

          5.) recognize and identify organizational patterns to paraphrase and record the

               important information.

C.)  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:*

A.) recognize and use new vocabulary with the aid of context clues, morphological

     clues, syntactic information, redundancy, and dictionary skills.

B.) comprehend and express both literal and implied meanings in material up to twelfth

     grade-level of difficulty.

C.) apply cognitive skills at levels higher than locating information in order to derive

     meaning from text.

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

E.) evaluate the credibility of author’s treatments.

F.)  relate prior knowledge to new.

G.) use study skill techniques of previewing, organizing strategies, synthesizing, and

     summarizing to report on readings.

H.) vary reading strategies and rate according to the needs of the assignment or the

     level of difficulty of the writing.

I.)  evaluate and express the relevance of the readings in terms of personal knowledge

    gained or attitudinal changes, resulting from the readings.

J.) apply these skills to text passages, journal articles, and to independent reading of

    two full-length books.

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

     research.

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

**Academic Support Centers**

Learning Center for Tutoring and Supplemental Instruction (Library)

Reading and Writing Center (HUM 58)

Classmate’s Contact Information: 1.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

                                                     2.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_