

**English 26
Fall Session
Reedley College
Kenneth Homer**

This class will include the following:

vocabulary in context
vocabulary development
main ideas
supporting details
fact/opinion
inferences
purpose and tone
argument
patterns of organization
study skills
timed readings
strategic reading

Required texts: Ten Steps to Advancing College Reading Skills 3rd Ed. by John Langan & The American Values Reader by Wiener & Eisenberg

Grading procedures: Students will be evaluated according to the following formula: tests 25%, daily reading journal 25%, book log 25%, oral reports & project.

Reading journal: Each reading journal will contain the following:

1. graph of reading speed
2. five vocabulary words per week—Please provide complete definitions.
3. annotations for each reading assignment
4. a table of contents

Book log: You will be reading a total of three books outside of class (a fiction book, a nonfiction book, and a biography). You are expected to keep a record of your reactions to the book you have been reading. You need to make at least one entry per chapter. Label these clearly and note the author, title, copyright date and the number of pages for each book you read. You must read a total of at least 450 pages. Avoid books about celebrities or popular culture (I want you to read about something that you have not read about before.).

Oral report: You will be expected to make a ten minute presentation about a common allusion to mythology, folklore, religion or history (I will give you a list from which to choose.) You will also be required to complete an outline for this project.

Please complete all assignments in ink. Put your work in a folder and be sure to label everything clearly.

Fire in the Belly Project: You will be required to write a proposal detailing improvements you would like to make in your community. Your proposal will be comprised of three parts. Each proposal will include the following:

1. a description of the need, a description of your solution, a description of your plan and any problems you anticipate.
2. your correspondence (an inquiry letter and a follow -up letter) & your research (Where did you find information about your problem ?)
3. Your evaluation (How will you evaluate the success or failure of your project?)

Your project should be at least four pages.

Suggested projects:

*drop date
attendance*

- 1.volunteer bureau
- 2.tutoring center
- 3.senior visits
- 4.reading to elementary school students
- 5.neighborhood clean-up
- 6.tree planting
- 7.mural project
- 8.neighborhood watch program
- 9.painting project
- 10.food bank/soup kitchen
- 11.senior transport program
- 12.community celebration
- 13.social center
- 14.monument or award
- 15.after-school program
- 16.literacy program
- 17..new club
- 18.voter registration drive
- 19.town hall/community forum

This is essentially a research project,so you will need to research your topic! You must rely on written sources.Avoid personal interviews or surveys.

Schedule of assignments:

Week 1:

Mon.: introductions,active reading

Tues.:review tests 1-4 (completed in class); Cloz exercise

Wed.: "Leave Ozzie and Harriet Alone,""Daddy Tucked the Blanket,""Floors the Bronx"

Thurs.: "Everyday Use,""Angry Fathers,""Keys to College Success,"pp. 1-20 (TS)

Practice tests are to be completed at home.

Plan Ahead!

Week 2:

Mon.: quiz on study skills,description exercise in class

Tues.: review tests 1-4 on context clues,"The Children of Divorce"

Wed.: tests 1-4,Cloz activity

Thurs.: tests 5-6,"A Lesson From History"

Week 3:

Mon.: test on context clues,main idea activity (writing newspaper headlines)

Tues.: review test 1-4,"I Just Wanna be Average"

Wed.: "Motivation and Needs,"(TS) SQ3R

Thurs.: main idea test 1-4, DRTA # 1

Week 4:

Mon.:main idea test 5-6,They Treat Girls Differently,""Prison Studies,""See Spot Run"

Tues.: main idea test,"Ethics Without Virtue"

Wed.: "The Professor is a Dropout,"(TS),timed reading

Thurs.: oral student presentations,DRTA #2

Week 5:

Mon.: "Sweatshops are Back,""Looking for Work,""The Hard Questions"

Tues.: review tests 1-4."Bad Managers,"(TS),Cornell note taking system
Wed.: writing a summary,"There's No Place Like Work,""Children and Poverty"
Thurs.: Library Scavenger Hunt #1

Week 6:

Mon.: review tests 1-4,patterns of organization
Tues.: "When Dad Gets a Job,""A Nation of Welfare Families," tests 1-4
Wed.: tests 5-6, timed reading
Thurs.: "Sorry the Professional Class is Full,""Busy as a Bee," book log collected

Week 7:

Mon.: test on supporting details,"Prayer and the Civic Religion," patterns of organization
Tues.: student presentations,timed reading
Wed.: "Almos a Man." "Sex is for Adults," DRTA #3
Thurs.: review tests 1-4,You be the Judge

Week 8:

Mon.: tests 1-4,"Revisionist Nuptials"
Tues.: Revolt Against God: America's Spiritual Despair," writing questions
Wed.: tests 5-6,timed reading,patterns of organization
Thurs.: test on implied main idea,student presentations

Week 9:

Mon.: timed reading,classifying exercise #1
Tues.: "The Internet." "Old Media,New Media,""Letter to Joseph Priestly"
Wed.: midterm vocabulary test
Thurs.: Scavenger Hunt #2,reading journal collected

Week 10:

Mon.:relationships review test 1-4,DRTA #4
Tues.: tests 1-4,"Writing Effectively in Business"(TS) SQ3R
Wed.: test 5-6,Rube Goldberg Caper
Thurs.: test on relationships,book log collected,"Read Carefully"

Week 11:

Mon.:relationships 2 review tests 1-4,"To Science"
Tues.: relationships 2 test 1-4,reading speed exercise
Wed.: relationships test 5-6,classifying exercise #2
Thurs.: test on relationships,student presentations

Week 12:

Mon.: "The Tyranny of the Majority,""What the Constitution Requires," timed reading
Tues.: fact/opinion review tests 1-4,"Death and Justice"
Wed.: fact/opinion tests 1-4,"Private Lives,Public Morality"
Thurs.: fact/opinion tests 5-6, " An Ear for an Ear"

Week 13:

Mon.: review test 1-4 inference,"The Chaser"
Tues.: test 1-4 inference,"The Way to Wealth"
Wed.: test 5-6 inference,"Giving Saturday Morning Some Slack""Faces on the Wall"
Thurs.: "When Baseball Mattered"

Week 14:

Mon.: purpose & tone review test 1-4, "The Road to Timbuktu"
Tues.: purpose & tone tests 1-4, "Living in Two Worlds"
Wed.: purpose & tone tests 5-6, "The Standard of Living"
Thurs.: test on purpose & tone, "The Outcasts of Poker Flat," project collected

Week 15:

Mon.: argument review tests 1-4, "Fighting to Fill the Values Gap"
Tues.: argument test 1-4, "Say Something They're Only Children"
Wed.: argument tests 5-6, "Self Reliance"
Thurs.: test on argument, "Self Reliance," journal collected

Week 16:

Mon.: combined skills tests 1-4, "He Was First"
Tues.: combined skills test 5-8, "Rabies"
Wed.: combined skills test 8-12, "The Life of the Urban Working Class"
Thurs.: test on combined skills, book log collected

Week 17:

VOCABULARY FINAL

Please write in ink!

Additional Considerations

1. Punctuality is essential.
2. Class participation is essential. You are expected to prepare for each discussion.
3. Regular attendance is essential.
4. If you don't understand, please ask.
5. Complete each assignment on a timely basis.
6. Each assignment should be an exemplar of your best work.
7. If you miss a test, you will have to complete a make-up assignment.

Student Presentations

English 26

- 1..road to Damascus
- 2.Philistines
- 3.Prodigal son
- 4.Achilles tendon (tell the story behind this term)
- 5.Aeneas
- 6.Augean stables
- 7.Chimera
- 8.Paul Bunyan
- 9.Cassandra
- 10.sword of Damocles
- 11.Damon and Pythias
- 12.Gordian Knot
- 13.Holy Grail
- 14.Medea
- 15.Orpheus and Eurydice
- 16.Phoenix
- 17.Penelope
- 18.Pygmalion
- 19.Romulus and Remus
- 20.Titans
- 21.Fabian tactics
- 22.Pyrrhic victory
- 22.Theseus
- 23.Thor
- 24.Loki
- 25.Good Samaritan
- 26.John Henry
- 27.Virginia Dare
- 28.John Chapman
- 29.Abraham and Isaac
- 30.Jacob and Esau
- 33.Explain what is meant by comparative mythology and provide two myths that are similar but come from different cultures.
- 34.Tell the story of Gilgamesh.
- 35.Tantalus
- 36.Sisyphus
- 37.Daedalus and Icarus