

**ENGLISH 62: Reading Improvement**  
Classroom: \_\_\_\_\_

**Instructor: Mrs. Jan Reyes**

**Office: Forum 8, phone 638-3641 X3262**

**Hours: M 1-2 p.m. ; W F 12-2 p.m.**  
**You may also make an appointment at another time that works for both of us.**

### **SOME CLASS GOALS**

#### Improve your college study skills by:

1. Improving your time management skills.
2. Being able to find information in a library.
3. Developing active textbook reading and study skills.
4. Being able to summarize and put into your own words what you read.

#### Improve your vocabulary by improving your:

1. Dictionary skills.
2. Knowledge of word parts.
3. Number of words you use and/or recognize when others use them.
4. Understanding of parts of speech.

#### Improve your college reading skills by improving your ability to:

1. Concentrate
2. Use sentence clues in order to understand sentences better.
3. Connect units of thought into a whole that makes sense.
4. Tell the difference between main ideas and smaller ones in a piece of reading.
5. Follow the author's thinking as you read.
6. Respond to what you read.

#### Improve your reading speed by learning to:

1. Set a purpose for reading
2. Set accurate expectations for a text.
3. Make connections between what you know and what you don't know.
4. Change old reading habits which are no longer effective for reading in college.

### **TEXTBOOK:**

**Joining a Community of Readers: A Thematic Approach to Reading**, by Alexander and Lombardi. It is necessary for you to **purchase your own copy** of the text at the college bookstore as soon as possible. For emergencies, there is a **copy of the text on reserve in the library** for your use there. This reserve copy may not be taken out of the library.

### **OTHER MATERIALS TO BUY**

1. A three-ring binder
2. A set of 5 dividers
3. A 3-1/2" computer disk
4. A good pocket dictionary, such as Webster's
5. Filler paper
6. A folder for vocabulary work.

A note about dictionaries: Translating from language to language is a beginning learning strategy which is no longer effective at this level. For this reason, **no bilingual dictionaries** are to be used in class. Also, **no electronic dictionaries** are to be used, as they do not provide enough information for our purposes.

*grading*

## **ATTENDANCE**

In college there is generally **no** such thing as an “excused” absence. If you miss **10** days, you will be **dropped on the 11<sup>th</sup>** day.

## **CREDIT**

This is a **4-unit, credit/no credit class**. If you earn **525 points or more**, you will earn **four units of credit** in the class. If you earn **524 points or fewer**, you will earn **no credit** in the class. You should know your progress at all times by keeping **track** of your assignment scores on the **Point Total Sheet**. There are extra point opportunities built into the class work. For this reason, there is **no extra credit** given. Work may be handed in late only if it has not already been scored and returned to the class.

English 62 Reyes Reading Development  
Topical Outline Fall 1999

<u>Week</u>	<u>Topic</u>	<u>Pages</u>	<u>Other</u>
1: 8/16-20	Introduction to Course UNIT 1: Becoming a Successful Student Goal Setting and Reading Skills Ch 1: Joining a Community of Readers—Getting Started	2-4; handouts 5-30; handouts	Notebook Guide Computer Lab begins
2: 8/23-27	Ch. 1 continued; dictionary skills	142-143; 166-167	Vocabulary study begins
3: 8/30-9/3	Ch. 2: Joining the Academic Community—Becoming an Active Reader	31-47	VOCABULARY NOTEBOOK #1 due
4: 9/7-10 (Labor Day)	UNIT REVIEW	58-62	UNIT 1 TEST
5: 9/13-17	Short Story Reading Groups		
6: 9/20-24	UNIT 2: Learning and Education Main Ideas Ch. 3: Learning and Expectations Topics and Main Ideas	63-94	VOCABULARY NOTEBOOK #2 due

SIX-WEEK PROGRESS REPORTS BASED UPON HOMEWORK, VOCAB.NOTEBOOK 1, AND UNIT TEST 1

7: 9/27-10/1	Ch. 3 continued		SHORT STORY REPORT #1 due
8: 10/4-8	Ch. 4: Challenges in Education-- Unstated Main Ideas	95-125	VOCABULARY NOTEBOOK #3 due
9: 10/11-15	Ch., 4 continued; UNIT REVIEW		UNIT 2 TEST

FRIDAY, OCTOBER 15 IS THE LAST DAY TO DROP A CLASS

10: 10/18-22	UNIT 3: Our Environment Supporting Details Ch. 5: Our Environment, Our Future— Main Ideas and Supporting Details	127-156	POINT TOTAL SHEET CHECK #1
11: 10/25-29	Ch. 5 continued		
12: 11/1/5	Ch. 6: Protecting Our Environment— Major and Minor Supporting Details	157-187	VOCABULARY NOTEBOOK #4 due
13: 11/8-12 (Vets' Day)	Ch. 6 continued; UNIT REVIEW		UNIT 3 TEST
14: 11/15-19	UNIT 4: Our Changing Families Patterns of Organization Ch. 7: Families in History...Examples, Chronological Order, and Definitions	189-223	SHORT STORY REPORT #2 due
15: 11/22-24 (Thanksgiving)	Ch. 7 continued		
16: 11/29-12/3	Ch. 8: The Family in the Community Comparison/Contrast and Cause/Effect		VOCABULARY NOTEBOOK #5 due

17: 12/6-10      UNIT REVIEW

UNIT 4 TEST;  
UNIT 5 TEST (optional)  
POINT TOTAL SHEET  
CHECK #2

18: 12/13-17      FINAL EXAM WEEK

**Daily Homework, In-class Assignments and Quizzes**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Drop your lowest 10 scores and total your top 20.

Total points: \_\_\_\_\_  
200

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**Lab Work**

1	2	3	4	5	6	7	8	9	10
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Add the total of all 10 assignments

Total points: \_\_\_\_\_  
100

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**Point Total Sheet**

(Check #1 \_\_\_\_\_ + Check #2 \_\_\_\_\_) - \_\_\_\_\_ = Total points: \_\_\_\_\_  
25                      25                      50

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**Unit Tests**

#1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_ #4 \_\_\_\_\_ #5 \_\_\_\_\_ Total points: \_\_\_\_\_  
Drop your lowest score and **average** the top four. 100

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**Vocabulary Notebook**

#1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_ #4 \_\_\_\_\_ #5 \_\_\_\_\_ Total points: \_\_\_\_\_  
Total the points from all five assignments. 100

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**Short Story Reports**

#1 \_\_\_\_\_ #2 \_\_\_\_\_ Total points: \_\_\_\_\_  
50                      50                      100

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**Final Exam**

Total points: \_\_\_\_\_  
100

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Scale:            525-750 points: Credit  
                    0-524 points: No Credit

Grand Total \_\_\_\_\_  
750

Course Grade: \_\_\_\_\_