

English 62: Reading Improve (4 Units)  
Spring Semester, 2000  
Reedley College

Alison C. Johns, instructor  
Schedule # 50099

Class days, time and locations: Tuesday: 6:00-8:15 p.m. Forestry 8  
Thursday: 6:00-8:15 p.m. Room INC 1

Important dates and holidays:

January 10 First day of instruction  
January 17 **Holiday**, Martin Luther King, Jr.  
January 21 Last day to drop a semester length course and qualify for a refund  
January 28 Last day to register for a spring semester length class  
Last day to drop a class and not have it appear on transcript  
February 11 Last day to change class to or from Credit/No credit option  
February 18 & 21 **Holidays**, Lincoln Day and Washington Day observed  
March 1 Deadline to apply for scholarships  
March 2 Deadline for grant applications, except PELL  
March 10 Last day to drop a semester-length course  
(Letter grades assigned after this date)

**Mid-term report period (March 16...Mid-term)**

March 13 Fall 2000 registration begins (subject to change)  
April 3 Deadline to file Intent to Graduate  
**April 17-22 Spring Break**  
April 24 Classes reconvene  
May 15-19 Final examination week  
May 19 Spring semester ends  
May 19 Commencement Exercises

**Final Exam Date and Time: Tuesday, May 16 6:00-8:15**

## Course Outline and Policies

I.

**Goals:** In this course you will learn to: use the dictionary effectively in order to build a strong, extensive vocabulary, explore and develop basic textbook and study skill strategies, develop a variety of ways to respond to text reading, gain understanding for finding information in a library, use context cues and comprehension strategies to help increase text comprehension, and practice summary writing extensively. In addition to developing reading skills for learning, a major goal of this course will be to develop a stronger interest in reading, and an appreciation of the importance of reading in your daily life.

II.

### Course Content:

- A. The process of reading
  - 1. Understanding the purpose for reading
  - 2. Reading strategies: self-monitoring, self-correcting...
  - 3. Using your background knowledge when reading
  - 4. Reader/writer connection
  - 5. Reading for enjoyment VS reading to learn
- B. Vocabulary/Spelling – ways to improve
  - 1. Context clues
  - 2. Dictionary
  - 3. Thesaurus
- C. Understanding what you read
  - 1. Subject/topic
  - 2. Main idea (titles & sub-headings)
  - 3. Major details
  - 4. Summarizing
  - 5. Reading/writing connection
  - 6. Comprehension strategies
    - a. Text to self connections
    - b. Text to text connections
    - c. Text to world connections
- D. Study Skills
  - 1. Survey/predict
  - 2. Question
  - 3. Read
  - 4. Recite/clarify
  - 5. Review/confirm/summarize

### III.

#### **Materials:**

- A. Textbook: Broderick, Bill (1994). Ten Steps to Building College Reading Skills Form B, Second Edition. Berlin, NJ. Townsend Press.
- B. Pocket collegiate dictionary (The American Heritage or Webster's)
- C. Thesaurus: Recommended: Roget's Thesaurus-paperback.
- D. Other: \*Three-ring loose-leaf notebook (with dividers) for handouts and materials.
  - \*A floppy disk for computer reading lab
  - \*Highlighter(s)
  - \*Journal (notebook)
  - \*3"x 3" post-it note pad.

### IV.

#### **Grading and Credit:**

**English 62** is a four-unit course graded only on a CR/NC basis. A "Credit" grade is the equivalent of an A, B, or C grade. A grade equivalent of D or F will result in a "No Credit" grade.

The grades earned from your work will be averaged within four categories to determine your final course grade. A percentage point system will be used to determine your final course grade. Each student will keep a record of his/her grades on the "Student Grade Record Sheet" provided by your instructor.

**Midterm Grade:** I will handout individual grade reports listing all scores earned before the final drop date of March 10<sup>th</sup> so you will know your status in my class.

**Final Grade:** Your final grade will be averaged from your scores on all course work in the following areas:

**A. Exams (30 % of your final course grade)**

There will be a mid-term and final exam. Both exams will consist of multiple choice and completion questions, as well as, essay exam questions. **All students must take the final examination to receive credit in this course.**

**B. Reading log and Journal (30% of your final course grade)**

You will keep a reading log with reflections for all reading assignments. You will keep a journal for weekly writing assignments.

**C. Homework and quizzes (20% of your final course grade)**

Daily work includes a variety of assignments:

Homework

Summary/response papers (reading assignments)

Group participation

Journals

Internet research reports and inquiries

Several assignments will be counted towards the daily work portion of your grade.

**D. In-Class group activities (20% of your final course grade)**

Participation in class activities is important to the development of strong reading and oral language skills. You will receive a grade of participation for each class period (grading will include participation in discussions, preparation for class, group and partnership duties, and computer work completed).

V.

**Attendance:**

Each student is responsible for **good** attendance.

**\*Absences** reduce your contributions to the class and slows your progress in reading improvement.

**\*Absences** lower your grade through missed daily work (class/group work). Each missed class work assignment will be graded as a zero.

If you are absent, it is your responsibility to return to class prepared. You should find out what homework was assigned during your absence and complete the work before you return to class. If your homework is completed when you return to class, you will receive full credit. If not, you will have one week (the equivalent of two class meetings) to complete the assignment with ten (10) points deducted each class meeting. **It is also your responsibility to acquire a copy of each handout distributed during your absence.** You should first ask me for leftover copies I might have. If I have none left; you may have to borrow another student's handout to make your own copy. Either way, **you are responsible for the information in the materials I hand out to the class.**