English 262/4 Units Reading Improvement

**Jeff Ragan,** *instructor*

Office: FRM 8

Fall Semester, 2010

Office Hours: Th 10:30-11:30 PM

 TTh 1-2 PM

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Class days, time, & location:

Section # 54529 MTWTh 9-9:50 AM LFS B

 F 9-9:50 AM AGR 1

Section # 54523 MTWTh 12-12:50 PM LFS B

 F 12-12:50 PM AGR 1

Section # 54528 MW 1:30-2:50 PM CCI 203

 F 1:30-2:50 PM CCI 207

Important dates & holidays:

August 16 (M) Instruction begins

September 3 (F) Last day to drop to avoid a “W”

September 3 (F) Last day to register for full-term Fall 2009 classes

September 6 (M) Labor Day holiday (no classes)

September 17 (F) Last day to change to/from Pass/No-Pass grading basis

October 15 (F) Last day to drop a class (letter grade assigned after this date)

November 11 (Th) Veteran’s Day (no classes)

November 25-26 (Th-F) Thanksgiving holiday (no classes)

December 13-17 (M-F) Final Exams week

December 17 (F) Fall 2010 semester ends

Final Exam Dates & Times (Fall 2010 Class Schedule):

(# 54523) Mon., December 13, 2010 12-1:50 PM LFS B

(# 54529) Wed., December 15, 2010 9-10:50 AM LFS B

(# 54528) Wed., December 15, 2010 1-2:50 PM CCI 203

**Course Outline and Policies**

I. Goal:

This course is designed to help the student understand and apply the reading process to different types of text. We will explore both aesthetic text and informative text. Besides developing reading skills for learning, a major goal of this course is for the student to develop a stronger interest in reading and recognition of the importance of this activity in daily life.

II. Course Content:

A. The process of reading

1. What makes a good reader?

 a. Effective reading; metacognition

 b. Efficient reading; miscues

2. Reader/writer transaction

3. Schema theory/background knowledge

4. Reading for different purposes

5. Aesthetic reading vs. informative text

B. Vocabulary Development

1. Context

2. Dictionary usage

3. Thesaurus usage

C. Comprehension

1. Subject; topic

2. Main idea

3. Topic sentences; paragraphs

4. Major/minor supporting details

5. Summarizing

6. Implied main ideas

7. Patterns of organization (paragraphs and longer selections)

8. Inferences

D. Reading

1. Aesthetic reading

a. Imaginative text

1. Poetry

2. Short stories

3. Novels

 2. Content area reading **/** study skills

a. Informative text

b. Persuasive text/argument

III. Required Materials:

A. *Textbook:*  John Langan. *Ten Steps to Improving College Reading*
 *Skills*, 5th Edition. Townsend Press, 2008.

B. *Dictionary:* Any good, comprehensive modern English dictionary will

 suffice, such as *Webster’s New World Dictionary.*

C. *Thesaurus: Roget’s Thesaurus* - paperback

D. *Other:* \*Three~ring notebook for saving handouts and returned work.

 \*A flash drive for computer reading lab

 \*Highlighter(s).

 \*Post-It note pad.

IV. Grading and Credit:

English 262 is a four-unit course offered on a graded basis with a Pass/No-Pass option. A “Pass” grade is the equivalent of an A, B, or C grade. A grade equivalent of D or F will result in a “No-Pass” grade. The grading scale is as follows:

 A = 90-100%

 B = 80-89%

 C = 70-79%

 D = 60-69%

 F = 59% and below

The grades earned on your work will be averaged within five categories to determine your final course grade. A percentage point system will be used for each assignment, enabling students to track their grades as they progress toward fulfilling the course requirements. It is each student’s responsibility to keep graded. returned work and maintain an accurate account of all grades on the “Student Grade Record Sheet” provided by the instructor.

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*Midterm Grade:* Individual grade reports listing all scores earned before the midterm drop date (October 15) will be distributed so each student will know their progress in class.

*Final Grade:* Final grades will be derived from averaged scores on all course work in the following areas (each area constituting 20% of the final course grade).

A. Daily work (20% of your final course grade); Daily work includes a variety of

 assignments:

\*Homework

*\**SummaryResponse papers (articles)

\*Group participation and presentations

\*Internet research reports and inquiries

Several assignments will be counted toward the Daily Work portion

 of your final grade.

B. Tests (20% of final course grade); Unit tests will be given throughout the semester.

C. Quizzes (20% of your final course grade); Several quizzes will be given during the semester. Some quizzes will be take-home and some will be in-class.

D. Book reports (20% of your final course grade)

Two book reports are required during the semester. Detailed information and formats of reports will be provided.

E. Final Exam (20% of your final course grade)

The final examination for this course will be cumulative. It is a lengthy exam that assesses your fulfillment of the course outcomes (see course outcomes). All students must take the final examination to receive credit in this course. Except in unusual cases of illness or family distress, final examinations will be administered only according to the Final Exam Schedule in the *Fall 2010 Schedule of Courses*. The time and date of final examinations will not be changed to accommodate holiday or travel arrangements or employment schedules.

V. Attendance:

Regular class attendance is critical to success in college. Each student is responsible for good attendance.

\*Absences reduce your contributions to the class and slow 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 absent, it is your responsibility to find out what assignments were missed. Class work cannot be made up. Tests and quizzes must be completed within three (3) days of your return. If you are absent for more than three days without contacting me, you may not be able to make up tests or quizzes. After the third day of absence, a zero will be entered for each missed test/quiz.

It is also your responsibility to acquire a copy of each handout distributed during your absence. You should first ask me for leftover copies. If I have none left, you will have to borrow another student’s handout to make your own copy. Whether you are in class or absent, you are responsible for the information in the materials I hand out to the class.

Tardies: It is each student’s responsibility to arrive on time for each class meeting. Although it is difficult for anyone to arrive on time every single day, I would like you to be on time as often as possible. Due to traffic and parking problems on campus, I will try to be flexible and will not count offpoints for tardies. However, if you are constantly tardy, I will have a conference with you to find out the problem. If you arrive late, you must not disturb the class. Also, I will not repeat the information you have missed. If you come in late, you will have to do your best to catch up and try to understand what is going on. If late for a test, you do not get extra time to complete it. If you miss roll call, you must stay after class and sign the “tardy sheet” or be counted absent for the day.

**Cell phones, etc.**: Please turn off all cell phones and various other noise makers before class. I will not tolerate cell phone rings in class. You may not play with your cell phone or text message during class. If your cell phone disturbs the class, I may ask you to leave for the day.

**Outcomes are skill levels and abilities you must achieve to successfully complete this course.**

**Course Outcomes for English 262:**

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

A. apply a variety of vocabulary techniques for increased comprehension during reading.

B. utilize expanded vocabulary in original writing tasks.

C. apply prereading strategies and active reading strategies to increase success with and comprehension of unfamiliar texts.

D. identify the main idea or central point of texts of varying lengths from textbooks and periodicals and infer logical conclusions from what is read.

E. conduct basic research using traditional and electronic resources.

F. summarize a variety of reading tasks without plagiarizing texts.

G. utilize effective study techniques to improve comprehension and metacognition while reading for information.

H. demonstrate more confidence as a reader through successful application of learned reading strategies.

*This document is subject to change at instructor’s discretion.*

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**\*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 your instructor as soon as possible.**