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|  | **C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0217698.wmfCOURSE SYLLABUS ENGL-126-51546 (51546) COLL RDNG SKILLS** 01/10/2012-05/17/2012 Lecture Tuesday, Thursday 06:00PM - 07:50PM, Physical Science, Room 75Dr. Jill Andrea Peck **Jill.peck@reedleycollege.edu**  **jillapeck@yahoo.com** |
|  | Develops students' basic reading skills into college-level proficiencies in vocabulary usage, literal comprehension, and analytical and critical comprehension. Development and improvement of various reading and reporting strategies for different styles of academic writing. Emphasizes reading as a problem-solving process. \*\*\*Finally, and most importantly, my goal is to impact you to have an intrinsic motivation to be a lifelong reader.  **About Your Instructor:**  As a former secondary educator, Jill Andrea Peck develops an intrinsic motivation to empower student analysis and alternative testing methods. Dr. Peck is a doctor of Education from Pepperdine University Graduate School of Education and Psychology. She has a passion to mentor females in both the educational and business disciplines. Peck takes pride in creative innovation, and believes that life-long learning is a journey towards self-development and self-awareness. Peck began her undergraduate work at San Diego State University, studying literature and creative writing, leading to a Bachelors of Arts Degree in English. She then received her Masters in Education/Literacy from University of San Diego. Peck has a strong understanding of adult learning, creative teaching practices, writing, and encouraging all students to succeed. Learning Objectives: By the end of the course, you will be able to:   * Read, understand, explain, and respond to a variety of texts. * Conduct key questioning in literary circles and book discussions. * Be a competent and confident reader, thinker, and writer. * Learn to be creative and a free thinker through writing and reading. * Organize a voice and propose a voice in your writing. * Be competent in reading and writing.   **Course Procedures**   1. Ask any questions at any time. If you have a question, odds are that three other people in the class have the same question, and will be relieved that you asked it. 2. I will always email back promptly-as I currently do research daily- so I am almost always available via email during the day. Please feel free to email any time, it is not an inconvenience. Also, you can set up office appointments or “virtual” online appointments at anytime. 3. There will be in-class assignments. I do collect and read everything assigned in class. You will also often be asked to share what you have written with classmates. Thus, it is ill-advised to doodle in the margin negative comments about the class or the personal appearance of the person sitting next to you. 4. **ALWAYS TREAT EVERY MEMBER OF THE CLASS WITH RESPECT**. I encourage diversity and will not allow any type of discrimination or put-downs in my learning community-AT ALL. 5. Communication is key---always keep in touch. I am here to help you and want you to do well in your college career. 6. Check your email and BlackBoard regularly for updates and additional information. Additionally, grades will be posted online, so you can keep track of your progress.   **Text/Materials** **Required:**  Henry, D.J. “The Mater Reader.” (3rd Ed). Longman Press, 2011.   * Any approved personal reading book (non-fiction or fiction). * Three Ring Binder (You will be asked to keep all of your work) * Computer Access (PLEASE CHECK YOUR EMAIL REGULARLY) * Access Online to Log into Blackboard-very important. * Highlighters * Self-stick Markers * Dictionary/Thesaurus * Notepad for Journaling   **Attendance***“Eighty percent of success is showing up.”*  If you miss class, you will not be able to make up the in-class assignments, without a written doctors note, or if you have made prior arrangements with me. The main point is to always communicate with me. If you choose to miss more classes, you will not succeed and I would advise you to drop the course.  **Students with Disabilities**  Students with disabilities who may need accommodations for this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) early in the semester so that reasonable accommodations may be implemented as soon as possible.  **Late Work/Participation**  All work needs to be turned in on time; it’s your responsibility to be organized and turn in assignments on time. If you need additional time, please speak to me (one week is the latest). It is critical for you to participate in your class discussions, readings, and questioning. It is imperative to be active in your learning, not only for your grade, but for your academic success.  **Plagiarism Policy**  Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.  Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify contributors to work done in collaboration, submitting duplicated work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents. For more information, contact the Vice President of Student Services’ Office or the Vice President of Instruction’s Office (Reedley College Catalog, p. 121, 2010).  **Grading**  There will be homework and in class assignments which will earn participation points. I will try and give feedback on every assignment. Remember if you do not do well an assignment you can always redo it and submit it for a revised grade. I am here to help you and want each of you to exceed! |
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