

English 126 –Reading Skills for College– Fall 2014

Reedley College

T/TH (59555) 6:00-7:50 PHY 75

**Instructor:** Claudia Barton

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**Meetings by appointment**

**Email** - Please include **ENG126**, the **time** of your class, and your **full name** in the **subject line** of all emails to me.

**Course Description:** This course is designed to help you develop the specific reading skills, abilities, and strategies that will enable you to deal with college-level reading material more effectively, efficiently, and independently. It is designed to help you become not only a better reader but a better thinker.

**Required Textbook:** Have this textbook in your possession, in class, on Thursday, August 14.

*The Master Reader 4E*

D. J. Henry

ISBN-13: 978-0-321-9167-8

**Required Literature:** You will read two additional books that have not yet been selected. We will determine what the choices will be and you will be given adequate time to purchase the books or borrow them from the college or local library.

**Recommended:** Dictionary and/or Thesaurus (either a hard copy or quick access via your smart phone or computer).

**Important Dates:**

Last day to request an Enrollment Fee Refund - 8/22 (F)

Last day to drop a fall full-term class to avoid a "W" - 8/29 (F) in person, 8/31 (S) online

Labor Day - No class/campus closed – 9/1 (M)

Last day to change a fall class to/from P/N grading – 9/12 (F)

Last day to drop a full-term class (letter grades assigned after this date) – 10/10 (F)

Veterans' Day – No class/campus open – 11/11 (T)

Thanksgiving Break – No class/campus closed – 11/27-28 (Th/F)

**FINAL EXAMS – 12/9 @ 6:00-7:50**

**Grading:** English 126 is a four-unit course. The class is offered on a graded basis with a credit/no credit option. Your grade will be based on quiz and test scores, short written responses and essays, homework, discussion, and individual and group participation. Student must pass with a "C" or better to meet the District's reading requirement and to enroll in a higher level English course. Collect all graded, returned work, and keep it. Your scores will be entered on Blackboard. All Blackboard scores should be compared to your retained work to ensure accuracy. Let me know if there is a discrepancy. Your Blackboard average will allow you to track your progress throughout the term.

**Grading Scale:**

A – 90% or above

B – 80-89%

C – 70-79%

D – 60-69% (A "D" is not considered passing for this course.)

F – Anything below 60%

## Your Final Grade:

Quizzes - Approximately 20% of the final grade will be based on daily quizzes.

Tests and Final Exam – Approximately 20% of the final grade will be based on the Week 4 test, the Midterm exam, and the Final exam.

Written Assignments – At least 25% of the final grade will be based on writing assignments such as essays, reports, summaries, responses, and journals.

In-Class Assignments – Approximately 20% of the final grade will be based on classroom participation, assignments completed in class, discussions, and homework collected or reviewed in class; some class assignments/homework will be randomly graded in class or collected for a grade)

Miscellaneous Tasks – Approximately 15% of the final grade will be based on online lab and online discussion/blog activity and scores, as well as other work or activities to be determined by the instructor and announced in class or on Blackboard.

**Attendance:** Regular attendance is required for this class so that you have the benefit of instruction, explanation, and clarification as well as ample opportunity to demonstrate the reading and study skills and behaviors requisite for successful college work. Students are responsible for their own attendance and their own work.

**Personal Schedule:** All appointments, interviews, meetings with counselors, etc. should be scheduled outside of class time. If you work, inform your employer of your class schedule.

Come to class prepared even after an absence. Please get two phone numbers of reliable class members to call in case of an absence. Do not tell me that you don't have your work because you were absent when it was assigned. Check Blackboard and check with a fellow student to be sure that you know what is assigned in your absence and what is due when you return. Take the time to email or call me before your absence to notify me that you will not be present, get details on assignments, and confirm that you know what is due when you return and will submit it on your return.

**Tardiness:** Two tardy arrivals (after instruction has begun) are equivalent to one absence. Two early departures are equivalent to one absence. If you have four absences in a row by the end of the ninth week, you may be dropped from the course.

**ADA:** If you have a documented 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 me as soon as possible.

**Course Schedule:** An **approximation** of our semester schedule will be posted on Blackboard for your review. We will discuss the schedule during Week 2 of the semester. As instructor, I reserve the right to modify the schedule to accommodate student learning.

**Missed Quizzes/Exams:** Do not miss **quizzes** as you will not be allowed a make-up quiz. Please speak with me beforehand if there is an extenuating circumstance that may cause you to miss an **exam** and be prepared to provide the appropriate documents (doctor note, etc.) justifying an advance or make-up exam.

**Blackboard:** I will routinely post to Blackboard. Questions may be posted so we can discuss them in class as part of your participation grade. You must use your SCCCD-assigned email address to receive announcements/assignments. I will send out a "test" Blackboard email by the end of the first week of class.

**Participation Points:** Daily quizzes, discussion, and in-class assignments are your means of earning participation points. These points are a significant part of your grade. Missed opportunities for participation cannot be made up.

**Writing:** Students are expected to write at a college level. This includes correct grammar, punctuation, spelling and word usage. If you struggle with writing at the college level, you will be given or must seek help in order to achieve an acceptable skill level. Please use the services of the Writing Center, as needed.

**Homework and Paper Policy:** All homework and papers are due at the beginning of class on dates specified. Being absent does not excuse you from a due date. If you cannot attend class, submit your work before or on the due date or send it with another student. Essays, summaries, responses must be typed in order to receive credit. (In class work and most textbook assignments excluded.)

**Academic Integrity:** The work a student produces ought to be wholly his or hers; it should result completely from the student's own efforts. A student will be guilty of violating Academic Integrity if he/she a) knowingly represents work of others as his/her own, b) uses or obtains unauthorized assistance in the execution of any academic work, or c) gives fraudulent assistance to another student. If a student is caught plagiarizing, the assignment will receive zero points, and both the Dean of Instruction and the Dean of Student Services will be notified. If a second occurrence of plagiarism happens, the student is in jeopardy of failing the entire class and there will be disciplinary action taken by the college.

**Final Examination:** All students must take the final examination to receive credit in the course.

**Common Courtesies:** Turn off cell phones/electronic devices and put them away as there is no need to use them in class. They are a disruption to the instructor and fellow students. Using a computer to take notes, etc.? Sit in the back row and assure that sound is off.

If you have extenuating circumstances and need to leave class early, please notify me at the beginning of class to avoid an absence.

#### **COURSE OBJECTIVES:**

In the process of completing this course, students will:

- A. recognize and use new vocabulary with the aid of context clues, morphological clues, syntactic information, redundancy, and dictionary skills.
- B. comprehend and discuss both literal and implied meanings in material up to twelfth grade level of difficulty.
- C. analyze various writing techniques and their effects on the reading process.
- D. evaluate the credibility of authors' treatments.
- E. relate old knowledge to new.
- F. use study skill techniques of previewing, organizing strategies, synthesizing and summarizing to report on readings.
- G. vary reading strategies and rate according to the needs of the assignment or the level of difficulty of the writing.
- H. discuss the relevance of the readings in terms of personal knowledge gained or attitudinal changes resulting from the readings.
- I. apply these skills to text passages, journal articles, and to independent reading of two full-length books.

#### **STUDENT LEARNING OUTCOMES:**

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

- A. Apply semantic, syntactic, and morphological clues to understand more of the unfamiliar words they encounter in college-level academic reading.
- B. Understand college-level, academic reading materials.
  - Understand and state the topic of college-level, academic reading materials.
  - Understand and relate the explicit main idea of college-level, academic reading materials.
  - Understand and state the implied main idea of college-level, academic reading materials.
  - Recognize the major details presented in college-level, academic reading materials to develop and support the main ideas.
  - Recognize and identify organizational patterns used by authors to express logical relationships and use the same organizational patterns to paraphrase and record the important information in college-level, academic reading materials.

C. Analyze college-level, academic reading materials.

- Distinguish among state of fact, personal opinion, and reasoned opinion in college-level, academic reading materials.
- Understand and state an author's tone, attitude, or bias in a passage of college-level, academic reading materials.
- Understand and identify an author's purpose in writing a passage of college-level, academic reading materials.
- Make inferences that are logical, reasonable, and probable and are based on accurate literal comprehension of what is read in college-level, academic reading materials.

D. Demonstrate confidence in gaining important information from reading independently.

**SCHEDULE: (Approximate and subject to change)**

Week 1 – Active Reading Strategies and Study Skills – Textbook required on Wednesday

Week 2 – Active Reading Strategies and Study Skills

Week 3 – Vocabulary Skills, *Literature*

Week 4 – *Literature*, Many Vocabularies, Choosing Reading Strategies, Customizing Study Skills, Reading for Research, **Test #1**

Week 5 – Main Ideas, CA Water Issues Project Introduced, *Literature*

Week 6 – Main Ideas and Central Ideas, CA Water Issues, continued, *Literature*

Week 7 – Supporting Details, CA Water Issues, *Literature*

Week 8 – Reading Lengthy Passages – Outlines, Maps and More, Conferences, CA Water Issues, continued

Week 9 – Implied Main Ideas, Implied Central Ideas, Implied Ideas in Literature, **Test #2**

Week 10 – Transitions and Patterns of Organization, CA Water Issues, continued

Week 11 – Patterns of Organization, CA Water Issues, continued and presentations and papers assigned

Week 12 – Fact/Opinion, Inference, Logical Fallacies and More, Book Groups

Week 13 – Purpose/Tone, Book Groups, **Test #3**

Week 14 – Issues/Viewpoints/Rationale in Argument, Book Groups

Week 15 – Book Groups, Conferences

Week 16 – Book Groups, Paper Assigned, Presentations

Week 17 – Presentations

Week 18 – **FINAL EXAM on Tuesday, 12/9 @ 6:00 p.m.**