

Syllabus English 262

Instructor: Heather Paul

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Ext:

Office:

Office Hours:

Classes:

<u>Section Number(s)</u>	<u>Days and Times</u>	<u>Location</u>
English-262-56406	M 10-11:50	Agr 15
	W 10-11:50	Agr 1
	F 10-11:50	Agr 15

General Description:

English 262 includes a variety of group and individual skill development activities in phonetic and structural analysis, basic contextual vocabulary, and literal and basic comprehension skills to foster independent reading proficiency.

Important Dates:

August 17: First day of instruction September 4: Last day to register for a full-term class

September 7: Labor Day (holiday, no class) October 16: Last day to drop a full-term class

November 11: Veteran's Day (holiday, no class) November 26-27: Thanksgiving Holiday (no class) December 14-18: Final exams

Required Materials:

Ten Steps to Improving College Reading Skills (6th Edition) ISBN 978-1-59194-423-2

You must have your own copy of the text. You may not share with a classmate.

A novel of your choice: The novel must be **at least 200 pages** long.

Single-subject notebook: All of your work will be done in your notebook. You must bring it class every day. It should only be used for this class.

Glue stick, stapler, or tape: In case you need to attach something to your notebook. I do not carry these items. Don't ask.

Pen of a different color: Something other than what you usually use.

Course Outcomes:

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

I. apply a variety of vocabulary skills for increased comprehension during reading.

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

III. analyze expository texts to determine explicit/implicit main ideas and logical support, leading to author's intended meaning.

IV. determine basic organizational writing patterns to increase comprehension of expository texts.

V. distinguish between fact and opinion and determine author's tone and purpose in non-fiction writings.

Course Objectives:

In the process of completing this course, students will:

I. use a variety of vocabulary techniques in the process of reading, including structural analysis, dictionary skills, and context clues.

II. demonstrate an increased active vocabulary by using new words in new, original context sentences.

III. apply prereading, active reading, and post reading techniques to aid concentration and comprehension and retention.

IV. actively apply self-check comprehension of text.

V. identify or state the topic and main idea or central point of text of various lengths from textbooks and periodicals.

VI. discern the basic cognitive structure, or pattern, of a text as a whole.

VII. learn relative importance of ideas from whole to part and part to whole.

VIII. utilize transition words to distinguish importance of and relationships among ideas.

IX. write summaries of fiction and nonfiction text without plagiarizing or stringing together author's phrases.

X. analyze readings to form inferences which are logically supported by what is read.

XI. respond to text orally and in writing.

XII. learn to use basic research skills.

XIII. Affective objective: develop a coping attitude toward reading in general, but especially to challenging text.

XIV. Affective objective: develop a positive attitude toward lifelong reading.

Course Outline:

Lecture	Lab
A. Context vocabulary skills	A. Prereading Strategies
B. Dictionary Skills	B. Active Reading Strategies
C. Prereading Strategies	C. Literal Reading Comprehension Skills
D. Active Reading Strategies	D. Interpretive Reading Skills
E. Literal Reading Comprehension Skills	E. Effective Study Techniques
F. Interpretive Reading Skills	F. Basic Research Skills
G. Effective Study Techniques	G. Reading Attitudes
H. Basic Research Skills	
I. Reading Attitudes	

Grading Scale:

Daily Work: 35%

Assessments: 20%

Participation: 25%

Midterm/Final: 20%

Daily Work:

Includes all of your in class assignments. This will also include reading responses from the novels you choose. These will be mostly be done in your notebook and collected once a week. Please see the rubric for details on grading. You are allowed to turn your notebook in late ONE time. If you are absent on the day that I grade you are responsible for getting it to me the next time class meets. If you know you will be absent the day I grade make arrangements to turn it in the day before. Please see the rubric for more information on the grading of these.

Assessments:

These include all vocabulary tests and reading quizzes. I will not always give you a warning that one of these is going to happen. You may not make up any of these assessments. They are generally given first thing in class. So if you are late or absent you may not take it.

Participation:

I expect my students to participate in class. This means that my students should offer up answers without my having to choose names. They should be active members of any groups they are put in. If you are absent from class you cannot earn any participation points. The same goes for being tardy. If you are not in class you are missing out...

Midterm/Final:

The midterm will consist of a comprehensive test measuring your ability to apply the strategies covered up to that point. It will be a short answer test. No multiple choice... If you make arrangements prior to the test day, you will be allowed to make up the test. If you email me after the test has been taken or ask about it after the fact, you may not make it up. The Final will be a project that is designed to test your ability to use everything we have covered over the course of the semester. We will go into more detail regarding this later in the year.

Attendance:

You are expected to attend class on time and prepared. Being absent is not an excuse for not completing work. If you are absent five hours from class by the end of the ninth week, you will be dropped from the course.

Students with Disabilities:

Students with physical or learning disabilities will receive reasonable accommodations for learning and evaluation. Students with such disabilities should identify themselves to the college and to the instructor as soon as possible so that reasonable accommodations can be made within

the course. To be most successful, students with learning disabilities should arrange for learning accommodations in this course before instruction begins. If you have a verified need for an academic accommodation or materials in alternate media (e.g., 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. For more information, contact the Reedley College Disabled Student Services (DSS) Program in the DSS building (ext. 3332).

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. 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 which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work. 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 the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and copyrights.

All incidents of cheating and plagiarism will be regarded very seriously and will 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.

PLAGIARIZED ASSIGNMENTS OR ASSIGNMENTS ON WHICH A STUDENT HAS CHEATED WILL RECEIVE ZERO CREDIT.

Unsolicited Advice:

- Keep up with the notebook assignments.
- Excessive absences or tardies are going to kill your grade. If you are missing that much class there is no way you are gaining the understanding of strategies needed to pass.
- Do not mistake my amiability for lack of rigor in the course.
- If you need help, please ask!!!!
- Read. And then, read some more.

- If you decide this class isn't for you, DROP! Do not rely on me to do it for you.
- Remember this is a choice you have made to come to school. So it is your education. Your school. Your grade. You earn it. Or don't.

Syllabus is subject to change.