**ENGL 126--Reading Skills for College**

**Spring 2015: January 12 – May 22**

Instructor: Mrs. J. Thurber

Instructor’s Contact Information: Office: HUM 52

 Office Phone: ­­­­­­­­­­­­­­­638-3641, extension 3297 Office e-mail: julie.thurber@reedleycollege.edu

 Office Hours: Wednesday 10:00-10:50am

 Tuesday, Thursday 11:00-11:50am

Class Code: 55105 Class Day/Time: MTThF 10:00am-10:50 Room: SOC 30

Class Code: 55101 Class Day/Time: MTWTh 12:00am-11:50 Room: PHY 75

Reliable Classmate Contact Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Important Dates on the Academic Calendar**

January 12 Spring 2015: First day of instruction

January 19 Martin Luther King, Jr. Day (*no class*, campus closed)

January 30 Last day to register for a spring class/Last day to drop to avoid a “W”

Feb. 6 Last day to change a spring class to/from a Pass/No-Pass grading basis

Feb. 13 Lincoln’s Day Holiday (*no class*, campus closed)

Feb. 16 Washington’s Day Holiday (*no class*, campus closed)

March 5 ENGL 126 MIDTERM

March 13 Last day to drop a fall class (letter grades assigned after this date)

Mar30-Apr3 Spring Recess (*no classes*, campus open)

May 18-22 Finals week

May 20 ENGL 126 (55105) FINAL EXAM: Wednesday, 10:00-11:50am, SOC 30

May 20 ENGL 126 (55101) FINAL EXAM: Wednesday, 12:00-1:50pm, PHY 75

May 22 End of spring semester/commencement

**Materials:** A. Required Textbook: Langan, John. *Ten Steps to Advanced Reading, 2nd Ed.*

Townsend Press. 2013.

B. Required Book: Hamilton, Edith. *Mythology: Timeless Tales of Gods*

*and Heroes.* Grand Central Publishing. 2011.

C. Recommended Reference: *The American Heritage Dictionary, Fifth Ed.*

Houghton Mifflin Company, 2012. (paperback)

 D. Three-ring loose leaf binder with 5 dividers; pens/pencils, highlighters, paper

**Note: Students must have textbook, binder and books by second class meeting.**

**Dictionary is required by the beginning of Week 2.**

**Course Description:** This course is designed to help develop the basic reading skills, abilities, and strategies needed to successfully understand, analyze, and respond to college-level reading material. Various reading and reporting strategies are developed and improved for different styles of academic writing. Instruction emphasizes reading as a problem-solving process.

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

1. Apply semantic, syntactic, and morphological clues to understand more of the unfamiliar words they encounter in in college-level academic reading.
2. 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.
3. Analyze college-level, academic reading materials.
	* Distinguish among statements 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.
4. Demonstrate confidence in gaining important information from reading independently.

**Course Objectives:** Upon successful completion of this course, students will:

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

**Three elements are required for successful completion of this course, and are described below: Attendance, Homework, and Tests.**

**1. Attendance:**  ATTENDANCE IS REQUIRED. Students are expected to attend class regularly, arriving on time and not leaving until the end of the class. Do not schedule other appointments or work-related activities during this time. If a conflict arises, the instructor must be notified PRIOR to class (the day before or via e-mail or voice mail). Communication with the instructor is *essential*. Notifying the instructor, however, does not excuse the absence. *Students who maintain perfect attendance (in on-time, out on-time) will receive* *10 points added to their total number of points, following successful completion of the final exam.*

Come to class prepared even after an absence. It is the student’s responsibility to turn in assigned work on time, regardless of an absence. If you cannot attend class the day an ongoing assignment is due, submit your work before the due date. The instructor will drop any student who misses a total of two weeks before the drop date. However, if a student has stopped attending class, it is his/her responsibility to drop officially in order to avoid an “F” in the course. A student cannot be dropped after the ninth week; therefore a student who has stopped attending would earn an “F” in the class.

If for any reason class has been cancelled, a notice will be posted on the classroom door and on the Reedley College website. Blackboard is updated announcements, assignments, grades, and course information as maintained by the instructor.

**Take note:**

 **1. TURN OFF AND PUT AWAY CELL PHONES BEFORE YOU ENTER CLASS. TEXTING or other phone usage is NOT PERMITTED IN CLASS AND WILL RESULT IN A 20 POINT DEDUCTION FOR THE FIRST OFFENSE. Students who persist in this disruptive behavior will be asked to leave.**

 **2. T-SHIRTS (sweatshirts, etc.) WITH INAPPROPRIATE GRAPHICS AND/OR LANGUAGE ARE NOT PERMITTED IN THIS REEDLEY COLLEGE CLASSROOM. Students will adhere to acceptable standards of dress or be asked to return with appropriate attire.**

**3. PLAGIARISM and CHEATING of any kind will NOT be tolerated.**

**2. Homework:** HOMEWORK IS REQUIRED. **Homework is corrected and/or collected at the beginning of each class.** It will be considered late if turned in after this time, and may not be accepted, except at the discretion of the instructor. Students are expected to come to class prepared. Throughout the semester students will keep all graded, returned work organized in a three-ring binder along with class notes and this syllabus, forming the framework for a portfolio.

All homework, unless specified, will be typed in MLA format, using a font such as Times New Roman, Arial, or Palatino, size 12, double-spaced. Include your name, course title, instructor’s name, and due date in the upper left hand corner. Type the assignment title, centered, below this information. Use the spell check tool and **proofread all work carefully** before submission! Students are expected to use correct grammar, punctuation and spelling in this college course. Excessive errors will result in the deduction of points.

Prepare your own work: the instructor utilizes both *turnitin.com* and professional judgment to determine originality. **Assignments suspected to have been plagiarized in *any* way including the *copying of words or ideas* from any website, in collusion with or completed by anyone other than the enrolled student automatically earn 0 points and may face disciplinary action within the guidelines of the campus plagiarism policy.**

**Academic Dishonesty Statement**

**“Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.” (RC Catalog)**

**3. Tests:** ALL TESTS ARE REQUIRED. If you are absent the day a test is scheduled, you may be allowed to take it (or a different version) the day you return, at the discretion of the instructor. The instructor may arrange for you to take the test at the Tutorial Center before the next class period. A missed exam will automatically earn a 0 in the grade book; it is the students’ responsibility to make up the test within two days of the absence. Be prepared for the occasional “pop quiz,” which cannot be made up by those absent. One in-class midterm will be given that will include all material covered up to that point. The Final Exam will include concepts studied over the course of the entire semester. **All students must take all parts of the final examination to receive credit for this course.** Except in a rare circumstance of severe illness or family emergency, alternate arrangements for rescheduling the final will not be allowed.

**Grading:** English 126 is a four-unit course, offered on a graded basis, with a credit/no credit option. Students choosing a CR option must attain the equivalent of an A, B, or C grade. Students earning a D or F grade would receive a report of “No Credit.” Grades are determined by class participation, test performance and successful completion of assignments and written work. Detailed information and guidelines for all items will be provided as work is assigned.The instructor utilizes Blackboard as a platform for resources, online discussion boards, student submission of certain assignments and for maintenance of grades. Students should become familiar with the Blackboard Grade Report and regularly track their progress in this course.

The final grade is calculated by points earned in four categories, weighed equally:

Reading Skills Practice, Daily Assignments, including Participation,

Punctuality, and Course Portfolio—25%

Reading Skills Assessments (Quizzes, Chapter Tests, Midterm) – 25%

Written Reports – 25%

Final Exam, including Combined Skills Tests, Practice Tests, and a PostTest – 25%

Successful completion is defined as achieving an average of 70% (C-) or greater on assignments, assessments, reports, and the final exam over the course of the semester. Every point counts, so come prepared to attend and participate, take notes, and do your best work right to the very end!

The grading scale is as follows:

 A – 90% - 100% C – 70% - 79% F – Below 60%

 B – 80% - 89% D – 60% - 69%

**Tentative Schedule of Course Content Course Text: *Advanced Reading Skills, 2nd Ed.***

**Week 1 (1/12) Introduction and Discussion of Syllabus**

 **Prior Knowledge, Comprehension and the Reading Process**

Initial Reading Assessment (Pretest)

Metacognition and Reading History; Begin *Mythology*

 **10** Active Reading and Note-taking

**Week 2 (1/20)** **No Class on January 19 (MLK, Jr. Day Holiday)**

**Vocabulary Skills**

 Context Clues: SAGE

**Week 3 (1/26)** Morphology: Word Parts (Prefix, Root, Suffix)

**Vocabulary and Morphology Assessments**

**Week 4 (2/2)**  **1 Stated Main Idea (Explicit Main Idea)**

Three Parts of a Paragraph: Topic, Main Idea, Supporting Details

 Flow of Information: general (broad) vs. specific (narrow)

Identifying the Topic of a Paragraph & Topic Sentence

Application to Longer Passages: Central Idea and Thesis Statement

**Week 5 (2/9) 2 Supporting Details**

Major and Minor Details; Outlining and Concept Mapping Summarizing a Passage

 **Test of Stated Main Idea and Supporting Details**

 **No Classes on February 13 & 16 (Lincoln and Washington Holidays)**

**Week 6 (2/17) 7 Tone and Purpose**

 Identify Subjective and Objective Tone Words

 General Purpose and Primary Purpose

**Week 7 (2/23)** **9** Critical Thinking, Part 1: **Fact and Opinion**

 Note Biased Words and Qualifiers to Identify Opinions

Informed Opinion, Expert Opinion, Factual Source

**Week 8 (3/2)** Begin reading book of choice; maintain Independent Reading Log **Midterm: March 5, 2015**

**[**The Midterm covers identification of the Topic, Stated Main Idea, Supporting Details, Thesis Statement, Mapping, Tone/Purpose, and Fact/Opinion]

**Week 9 (3/9) 3** **Unstated Main Idea** (**Implicit)**

 Implied Central Ideas

**Week 10 (3/16**)Additional Implied Main Idea Practice

 **Implicit Main Idea Assessment**

**Week 11 (3/23)** **4** **Transitions and Thought Patterns (aka: Patterns of Organization)**

**3/30-4/3 Spring Recess (no classes)**

**Week 12 (4/6)**  **5 More Thought Patterns**

**Week 13 (4/13)** Continued Practice & Application of Thought Patterns

**Patterns of Organization Assessment**

**Week 14 (4/20) 6** Inferences: Making VALID Inferences

 **Inferences Assessment**

**Schedule of Course Content**

**Week 15** **(4/27) 8 (Unbiased) Logical Argument**

Identify the *Claim* and *Supports*

 Decide if the author’s support is *relevant* and *adequate*.

**Week 16 (5/4) 9 Critical Thinking, Part 2: Biased Argument**

Detecting Propaganda and Recognizing Errors in Reasoning

**Week 17 (5/11)** Cumulative Reading Skills Practice; Group Project Course Review

 Reading Assessment (PostTest)

**Week 18 (5/18) Final Exam Week**

**ENGL 126 (55105) FINAL EXAM:** Wednesday, May 20,10:00-11:50am, SOC 30 **ENGL 126 (55101) FINAL EXAM:** Wednesday, May 20, 12-1:50pm, PHY 75

 [The Final Exam is cumulative, containing any or all of the preceding concepts.]

***Note*: This *tentative* schedule is subject to change at the discretion of the instructor.**

**Please Note: If you have a verified need for an academic accommodation or materials in alternate media, as addressed by the American Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, notify your instructor, and immediate, reasonable efforts will be made to accommodate your situation.**