**ENGL 262—Reading Improvement**

**Fall 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 Class Day/Time Room

 55112 Daily 9:00 am – 9:50 am LFS B

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 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 18 ENGL 262 (55112) FINAL EXAM: Monday, 9:00-10:50am, LFS B

May 22 End of spring semester/commencement

**Materials:**

A. Required Textbook: Langan, John. *Ten Steps to Improving College*

*Reading Skills,* *Sixth Edition.* Townsend Press, Inc. 2014.

B. Required Textbook: Nist, Sherrie. *Improving Vocabulary Skills, Short*

*Version, Fourth Edition.* Townsend Press, Inc. 2009.

C. Recommended Dictionary: *The American Heritage Dictionary, Fourth Ed.*

 Houghton Mifflin Company, 2001. (paperback)

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

Paper/notebook, flash drive

**Note: Students must have textbooks, binder, and flash drive by the second class.**

**Course 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. This course prepares students for English 126. It is recommended to be taken concurrently with English 252 or English 125.

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

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

B. apply prereading and active reading strategies to increase success with and comprehension of

unfamiliar texts.

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

D. determine basic organizational writing patterns to increase comprehension of expository tests.

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

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

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

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

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

D. actively apply self-check comprehension of text.

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

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

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

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

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

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

K. respond to text orally and in writing.

L. learn to use basic research skills.

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

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

**Three Course Requirements:**

**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). 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 the total number of points, following successful completion of the final exam.* 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 with course announcements, assignments, and information as maintained by the instructor.

Communication with the instructor is *essential*. 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.

**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.**

1. **T-SHIRTS (sweatshirts, etc.) WITH INAPPROPRIATE GRAPHICS AND/OR LANGUAGE ARE NOT PERMITTED IN THIS REEDLEY COLLEGE CLASSROOM.**
2. **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 each class prepared. Throughout the semester students will keep all graded, returned work organized in a three-ring binder along with your class notes and this syllabus, which will form the framework for your course portfolio. 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.

 All written assignments, unless specified, will be typed in MLA format: Times New Roman, size 12, double-spaced, one-inch margins. Include your name, the instructor’s name, due date, and assignment number in the upper left hand corner, preferably in the header. 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 on the Internet, 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. Unit Assessments are given periodically for each concept as stated in the course schedule. 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 262 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 and 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, Vocabulary and Daily Assignments, including Participation and Punctuality, Reading Labs and Course Portfolio—25%

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

Written Reports – 25%

Final Exam – 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 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: *Ten Steps to Improving College Reading Skills, 6th Ed.***

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

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

Initial Reading Assessment (Pretest) and Reading History

 Active Reading and Note-taking

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

**1 Vocabulary Skills**

 Context Clues: SAGE

**Week 3 (1/26)**  Dictionary Skills

 Morphology: Word Parts (Prefix,-Root-Suffix)

 **Vocabulary Assessment** (Morphology and Context Clues)

**Week 4 (2/2)**  **2** (**Explicit) Stated Main Ideas**

 **Three Parts of a Paragraph**

Relevant Terms: General (broad) versus Specific (narrow)

**Week 5 (2/9)** Identifying the Topic of a Paragraph & Topic Sentence

 The Central Idea and the Thesis Statement

**Topic and Explicit/Stated Main Idea Assessment**

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

**Week 6 (2/17)**  **3** **Supporting Details**

Major and Minor Details; Outlining and Concept Mapping

**Week 7 (2/23)** Summarizing a Passage

 **Supporting Details Assessment**

**Week 8 (3/2)**  **8 Tone and Purpose**

 Identify Subjective and Objective Tone Words

 **10** Critical Thinking, Part 1: **Fact and Opinion**

 Note Biased Words and Qualifiers to Identify Opinions

**Week 9 (3/9)** Begin reading book of choice; maintain Independent Reading Log

**Tone/Purpose and Fact/Opinion Assessments**

**Zorro Book Report Due: March 11, 2015**

**4** (**Implicit) Unstated Main Ideas**

 Implied Central Ideas

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

**Implicit/Unstated Main Idea Assessment**

**Week 11 (3/23)** **7 Inferences: Making VALID Inferences**

 **Inferences Assessment**

**Mar.30-Apr3 Spring Recess (no classes, campus open)**

**Week 12 (4/6) 5** **Transitions and Thought Patterns (aka: Patterns of Organization)**

**6** More Thought Patterns

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

 **Patterns of Organization Assessment**

**Schedule of Course Content**

**Week 14 (4/20) Book Report Workshop**

**Week 15** **(4/27) 9 (Unbiased) Logical Arguments**

Identify the **Claim** and **Supports**

**Week 16 (5/4) 10 Critical Thinking, Part 2: Biased Argument**

Detecting Propaganda and Recognizing Errors in Reasoning

**Book Report Due, April 7, 2015**

**Week 17 (5/11)** Cumulative Reading Skills Practice

 Reading Assessment (PostTest)

**Week 18 (5/18) ENGL 262 (55112) FINAL EXAM: Monday, 9:00am-10:50pm, LFS B**

***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.**