

Syllabus English 126

Instructor: Heather Paul

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Office Hours: By appointment

Classes:

English 126 Section 73207: Monday-Thursday 10-12:50

General Description:

This course is designed to help students develop college-level proficiency in vocabulary usage, literal, analytical, and critical comprehension. We will develop and improve various reading and reporting strategies for different styles of academic writing. The instruction for this class emphasizes reading as a problem-solving process.

Required Materials:

**Ten Steps to Advanced Reading 2<sup>nd</sup> Ed.**

You must have your own copy of the textbook! You may NOT share with a classmate.

**Red Rising by Pierce Brown**

**AND**

**One novels of your choice**

It must be **at least** 200 pages long and be fiction. You must bring it to class with you every meeting.

**Single-subject notebook**

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

**Ream of Paper/copy card**

You will be responsible for printing quite a bit for this class.

**Glue stick, stapler, or tape**

In case you need to attach something to your notebook. I do not carry these items.

**Blue or Black Pen or Pencil for everyday work**

**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 semantic, syntactic, and morphological clues to understand more of the unfamiliar words they encounter in in college-level academic reading.
- II. 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.

III. 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. IV. Demonstrate confidence in gaining important information from reading independently

Course Objectives:

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

Course Outline:

A. Vocabulary skills

1. Analyzing context clues, morphological clues, syntactic information, redundancy, and dictionary information
2. Expanding both passive and active vocabularies

B. Literal comprehension

1. Understanding and stating relationships of sentences and their effects on the total meaning of paragraphs and articles
2. Identifying and stating the topic, main idea, and supporting details
3. Recognizing, stating, and analyzing written organizational patterns used to relate ideas: cause and effect, comparison, other logical relationships contrast.

C. Critical comprehension

1. Recognizing and expressing denotation and connotation

2. Detecting and stating author's purpose, tone, and intended audience
3. Predicting, inferring, and drawing conclusions about the topic, its treatment, characterization, and author's attitudes
4. Categorizing, generalizing, or elaborating on readings
5. Evaluating the credibility of readings in terms of the objectivity of language and presentation, completeness, the qualifications, and accuracy of facts and sources
6. Relating what is read to prior knowledge

D. Study skills

1. Applying study-reading techniques, underlining, margin notes, note-taking, and outlining skills to text and journal

Grading Scale:

Daily Work: 25%

Assessments: 25%

Participation: 25%

Midterm/Final: 25%

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.

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.
- 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.**