# English 128: ACCELERATED READING (5 units)

## Spring 2016 (January 9 – May 19)

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Instructor: Ms. Maryanow Office Hours: MTTh 11:00-11:50

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## Class Days Times Room/s Final Examination

ENGL-128-59501 MTWThF 12:00-12:50 AGR 15 May 17 (W) 12:00-1:50

## Welcome

Welcome to English 128 – an Accelerated Reading course that is designed to prepare you for English 1A and other college-level courses where reading is required. Specifically, you will learn how to read college-level texts to be able to understand and analyze them. Please expect to read a lot; most of reading will be done outside of class. It is very important that you do assigned readings before class to be able to participate in classroom activities. I am sure you will be able to succeed in this class and beyond. I look forward to having you in this class. Let’s have a great semester together!

## This is a word cloud in the form of a tree. Inside the shape of a tree there is a repetative list of key terminology from the course: academic reading skills, literal comprehension, critical thinking, and vocabulary.Course Description

Students' basic reading skills are developed into college-level proficiencies in academic vocabulary skills, literal comprehension, and analytical and critical comprehension. Various reading and reporting strategies are developed and improved for different styles of academic writing. Instruction emphasizes reading as a problem-solving process.

## Textbook and Materials

* Slater, Lauren. *Opening Skinner’s Box*. Norton, 2005. (new edition required)
* Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Broadway Books, 2009.
* English language dictionary (required)
* Notebook or binder with dividers, pens, pencils, highlighters, and a flash/thumb drive to store all of the typed assignments (required)

## Important Dates

January 16...................Martin Luther King, Jr. Day Holiday (Campus Closed)

February 17.................Lincoln’s Day Holiday (Campus Closed)

February 20.................Washington’s Day Holiday (Campus Closed)

March 10.................... Last day to withdraw from college or to be dropped from 18-week classes

April 10-14...................Spring recess (Classes reconvene April 17)

May 15-19...................Final examinations

**Important Information and Helpful Suggestions**

* If you have a verifiable need for an academic accommodation or materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act Section 504 of the Rehabilitation Act, please let me know as soon as possible.
* It is student’s responsibility to officially withdraw from a course. Failure to do so may result in an “F”.
* Keep track of deadlines and all of your graded assignments (keep all of them!). If any questions arise about grades, you will be asked to produce graded work for verification. You are responsible for keeping track of your work *and* your grade.
* All work done in this course must be in Standard English and MLA format. Work that is incomprehensible and/or illegible may be returned ungraded.
* Excessive absences (one week), inadequate preparation (no homework), and unsatisfactory progress (no improvement for two weeks) will negatively influence your grade, and you could be dropped from the course.
* Should there be any questions or concerns, please communicate them to your instructor as soon as possible. E-mail me, call me, or see me during the office hours or by appointment. I am here to help you succeed.

## Grades

| **Letter Grade** | **Percentage** | **Credit/No Credit** |
| --- | --- | --- |
| A | 90%-100% | Credit |
| B | 80%-89% | Credit |
| C | 70%-79% | Credit |
| D | 60%-69% | No Credit |
| F | 59% and below | No Credit |

## Grading Structure

| **Type** | **Percentage** |
| --- | --- |
| Daily work | 25% |
| Projects | 25% |
| Assessments | 25% |
| Final examination | 25% |

* Daily workincludes in-class assignments, homework, notes, active participation (answering questions, offering your opinions, politely disagreeing, working in groups, etc.) Some assignments will be collected for grading and others will be checked for completion only. You will not know which assignments will be graded; therefore, make sure to have all your work completed by due dates.
* Homeworkis due at the beginning of class. You will be allowed to get a free pass on any two homework assignments of your choice; each assignment cannot be worth more than 10 points. Late assignments are not accepted; exceptions might be made only by prearrangement with instructor or in cases of severe illness or family distress. If you miss a class, please check with classmate/s, instructor or online for homework assignments. **You are required to study at home for TWO hours for every hour of in-class time.**
* Projectsmight include essays, research, presentations, etc. Requirements and due dates will be announced in advance. Plan your time accordingly to meet these deadlines.
* Assessments: major testdates will be announced in advance whereas not all quiz dates will be. If you miss a test, see me as soon as possible to make up for it. There will be no make-ups for quizzes.
* Final examination dates are announced at the beginning of the semester; please make necessary prearrangements to be in class during scheduled time.

## Attendance Policy

Coming to class is important. You are expected to come to class on time. Attendance will be taken at the beginning of class. If you are late, please take a seat closest to the door not to interrupt class. Do not walk in front of class or instructor. After class, check to make sure that you are marked present. **Two late arrivals/early departures** will be counted as one absence.

If you miss **TWO (2) HOURS** of instruction by the end of week 3 or **FIVE (5)** hours of instruction by the end of week 9, you will be dropped from this class.

## Behavioral Expectations Policy

Students are expected to behave respectfully to allow for a successful educational process. Any interruption caused by students impedes learning. Students not complying will face consequences including, but not limited to, penalties for daily work.

## Electronic Devices Policy

All electronic devices must be off and stored out of sight during class time. If you are expecting an important call, inform your instructor and have your cell phone on vibrate. Answer it outside of the classroom; do not disturb others in class. Students not complying will face consequences including, but not limited to, penalties for daily work.

## Cheating and Plagiarism Policy

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* 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, of failing to disclose research results completely.
* Plagiarismis 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 indifferent 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 WILL RECEIVE **ZERO CREDIT**.If concepts of plagiarism and/or cheating are confusing to you, please make sure to speak to me.

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| Student Learning Outcomes | |
|  | *Upon completion of this course, students will be able to:* | |
|  | 1. Use semantic, syntactic and morphological clues to understand more of the unfamiliar words encountered in college-level academic reading 2. Understand college-level, academic reading materials    1. Understand and state the topic    2. Understand and state the explicit main idea    3. Understand and state the implicit main idea    4. Recognize and understand the major details that develop and support the main idea    5. Recognize and identify organizational patterns used to express logical relationships and use the same organizational patterns to paraphrase and record important information 3. Analyze college-level, academic reading materials    1. Distinguish among statements of fact, personal opinion and reasoned opinion    2. Understand and state an author's tone, attitude, and bias    3. Understand and identify an author's purpose in writing    4. Make inferences that are logical, reasonable, and probable and are based on accurate literal comprehension of a text 4. Demonstrate confidence in gaining important information from reading independently | |
|  | Course Objectives | |
|  | *In the process of completing 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 express both literal and implied meanings in material up to twelfth-grade level of difficulty 3. apply cognitive skills at levels higher than locating information in order to derive meaning from text 4. analyze various text genres and choose appropriate reading strategies in order to derive meaning 5. evaluate the credibility of authors' treatments in text, including internet sources 6. use prior knowledge of topics as a springboard to reading and understanding new information on those topics 7. use effective textbook reading strategies to prepare to read, read actively and organize information in order to remember and apply it (SQ3R, SQ4R, PROU, etc.) 8. apply metacognitive skills to academic reading process by, for example, creating a written personal list of effective reading strategies 9. choose appropriate reading strategies according to their responsibility for an assignment and text difficulty 10. apply these skills to independent reading of two full-length books 11. conduct guided research of a factual topic which results in a written paraphrased summary and response 12. express personal knowledge gained and/or personal attitudes changed as a result of reading a text 13. demonstrate competence and confidence in applying appropriate reading strategies to independently complete a twelfth-grade level reading assignment successfully | |
|  | Lecture Content | |
|  | A. Vocabulary skills     1. Analyze context clues, morphological clues, syntactic clues and         dictionary information     2. Expand both passive and active vocabularies  B. Literal comprehension     1. Identify and state the topic, stated or implied main idea and        supporting details     2.  Understand and state relationships of ideas and sentences     3. Recognize, state and analyze organizational patterns that relate ideas and        develop and support major points  C. Analytical comprehension     1. Relate what is read to prior knowledge     2.  Recognize and express denotative and connotative meanings of words     3. Recognize and state author's purpose, tone, bias (if present) and intended        audience     4. Predict, infer and draw conclusions about the topic, its treatement,        characterization and author's attitudes or view points     5. Evaluate bias and credibility in readings (objectivity or language and        presentation, completeness, author's credibility and accuracy of facts and        sources)  D. Metacognitive awareness of reading techniques     1. Choose appropriate reading strategies according to the purpose for        reading a text, the text genre and text difficulty  E. Study skills     1. Annotate text     2. Take notes from a text     3. Outline a text  F. Research and information competence     1. Conduct guided research     2. Evaluate reliability of researched material | |

## NOTES

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***I reserve the right to make changes to this syllabus.***