**Reedley College**

**English 126 –College Reading Skills– Spring 2018**

**52503 – W/F, 10:00-11:50**

**Instructor:** Claudia Barton **Email:** claudia.barton@scccd.edu **Meetings by appointment**

**Course Description:** This course is designed to help you develop specific thinking, reading and writing skills, abilities, and strategies that will enable you to deal with college-level reading material and writing more effectively, efficiently, and independently. It is designed to help you become not only a better reader and writer but a better thinker.

**Required Book:** Have this book in your possession in class every day from 1/10 until further notice..

*Resilience: Hard-Won Wisdom for Living A Better Life*

Eric Greitens

ISBN 978-1451610291

**Important Dates:**

**January 15 – Martin Luther King Day – Campus Closed**

**February 16 – Lincoln’s Day Holiday – Campus Closed**

**February 19 – Washington’s Day Holiday – Campus Closed**

**March 9 – Last day to withdraw or be dropped from a full term class.**

**March 26-30 – Spring Break**

**May 14-18 - FINAL EXAM Week**

**Grading:** English 126 is a four-unit course. The class is offered on a graded basis with a credit/no credit option. Your grade will be based on quiz and test scores, short written responses and essays, homework, discussion, and individual and group participation. A student must pass with a “C” or better to meet the District’s reading requirement and to enroll in a higher level English course. Collect all graded, returned work, and keep it. All Canvas scores should be compared to your retained work to ensure accuracy. Let me know if there is a discrepancy. Your Canvas average will allow you to track your progress and estimate your approximate grade throughout the term.

**Grading Scale:**

A – 90% or above

B – 80-89%

C – 70-79%

D – 60-69% (A letter grade of “D” is not considered passing for this course.)

F – Anything below 60%

**Your Final Grade:**

Approximately 50% of the final grade will be based on daily quizzes, classroom participation, assignments completed in class, discussions, and homework collected or reviewed in class; some class assignments/homework will be randomly graded in class or collected for a grade.

Written Assignments – At least 25% of the final grade will be based on polished writing assignments such as essays, reports, summaries, responses, and journals.

Tests and Final Exam – Approximately 15% of the final grade will be based on tests and the final exam.

Miscellaneous Tasks –Approximately 10% of the final grade will be based on online lab and online discussion/blog activity and scores, as well as other work or activities to be determined by the instructor and announced in class or on Canvas.

**Attendance:** Regular attendance is required for this class so that you have the benefit of instruction, explanation, and clarification as well as ample opportunity to practice and demonstrate the reading and study skills and behaviors requisite for successful college work. If you need to leave class early, notify me at the beginning of class.

**Personal Schedule:** All appointments, interviews, meetings with counselors, etc. should be scheduled outside of class time. If you work, inform your employer of your class schedule.

Come to class prepared even after an absence. Find two reliable class members to call/text in case of an absence. Do not tell me that you don’t have your work because you were absent when it was assigned. Check Canvas and check with a fellow student to be sure that you know what is assigned in your absence and what is due when you return. Take the time to email or call me before your absence to notify me that you will not be present, get additional details on assignments, and confirm that you know what is due when you return and will submit it on your return.

**Tardiness:** Two tardy arrivals (after instruction has begun) are equivalent to one absence. Two early departures are equivalent to one absence. If you have four absences in a row by the end of the ninth week, you may be dropped from the course.

**ADA:** If you have a documented need for an academic accommodation or materials in alternate media (i.e. 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.

**Course Schedule:** An **approximation** of our semester schedule will be posted on Canvas for your convenience. As instructor, I reserve the right to modify the schedule to accommodate student learning.

**Missed Quizzes/Exams**: Do not miss **quizzes** as you will not be allowed a make-up quiz. Please speak with me beforehand if there is an extenuating circumstance that may cause you to miss an **exam** and be prepared to provide the appropriate documents (doctor note, etc.) justifying an advance or make-up exam. Students MUST take the FINAL exam.

**Canvas:** I will routinely post to Canvas. Questions may be posted so we can discuss them in class as part of your participation grade. You must use your SCCCD-assigned email address to receive announcements/assignments.

**Participation Points:** Daily quizzes, discussion, and in-class assignments are your means of earning participation points. These points are a significant part of your grade. Missed opportunities for participation cannot be made up.

**Writing:** Students are expected to write at a college level. This includes correct grammar, punctuation, spelling and word usage. If you struggle with writing at the college level, you will be given or must seek help in order to achieve an acceptable skill level. Please use the services of the Writing Center, as needed.

**Homework and Paper Policy:** All homework and papers are due at the beginning of class on dates specified, or as otherwise directed. Being absent does not excuse you from submitting work when it is due. If you cannot attend class, submit your work before or on the due date or send it with another student. Essays, summaries, responses must be word-processed and printed in order to receive credit, unless the instructor has given other instructions.

**Academic Integrity:** The work a student produces ought to be wholly his or hers; it should result completely from the student’s own efforts. A student will be guilty of violating Academic Integrity if he/she a)knowingly represents work of others as his/her own, b) uses or obtains unauthorized assistance in the execution of any academic work, or c) gives fraudulent assistance to another student. If a student is caught plagiarizing, the assignment will receive zero points, and both the Dean of Instruction and the Dean of Student Services will be notified. If a second occurrence of plagiarism happens, the student is in jeopardy of failing the entire class and there will be disciplinary action taken by the college.

**Final Examination:** All students must take the final examination to receive credit in the course.

**Common Courtesies:** Take important calls outside of class. Do not text or make calls in class as this is disruptive to the instructor and fellow students. Using a computer to take notes, etc.? Sit in the back row and assure that sound is **off**.

**STUDENT LEARNING OUTCOMES:**

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

A. Apply semantic, syntactic, and morphological clues to understand more of the unfamiliar words they

 encounter in college-level academic reading.

B. 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.

C. Analyze college-level, academic reading materials.

* Distinguish among state 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.

D. Demonstrate confidence in gaining important information from reading independently.

**COURSE OBJECTIVES:**

In the process of completing this course, students will:

A. recognize and use new vocabulary with the aid of context clues, morphological clues, syntactic

 information, redundancy, and dictionary skills.

B. comprehend and discuss both literal and implied meanings in material up to twelfth grade level of

 difficulty.

C. analyze various writing techniques and their effects on the reading process.

D. evaluate the credibility of authors' treatments.

E. relate old knowledge to new.

F. use study skill techniques of previewing, organizing strategies, synthesizing and summarizing to

 report on readings.

G. vary reading strategies and rate according to the needs of the assignment or the level of difficulty of

 the writing.

H. discuss the relevance of the readings in terms of personal knowledge gained or attitudinal changes

 resulting from the readings.

I. apply these skills to text passages, journal articles, and to independent reading of two full-length

 books.

**COURSE OUTLINE: The following major topics will be explored as scheduled, subject to rescheduling as needed.**

**Week 1 – Introduction to Topic, Main Idea, Central Idea in news media, Writing about your Reading, *Resilience***

**Week 2 - Topic, Main Idea, Central Idea in popular media/magazines, Annotation, Critical Thinking, *Resilience***

**Week 3 – Vocabulary, Annotation, Critical Thinking/Critical Reading, *Resilience***

**Week 4 - Vocabulary, In-Text Annotation, *Resilience***

**Week 5 –Test #1, Previewing and Surveying Academic Texts, *Resilience***

**Week 6 – Topics in Academic Texts, Note-Taking Strategies, *Resilience***

**Week 7 – Main Ideas in Academic Texts,Note-Taking Strategies, *Resilience***

**Week 8 – Supporting Details in Academic Texts, Critical Thinking/Critical Reading, SQ3R Notes, *Resilience***

**Week 9 – Purpose, Tone, Midterm Test (#2), *Resilience***

**Week 10 – Transitions/Connections, Inference, Note-Taking - Annotation, Journaling, KWL, Mapping, Outlining**

**Week 11 – Patterns of Organization, Research Process – Organizing Reading Notes**

**Week 12 – Creating a Draft**

**Week 13 – Test #3, Summarizing and Paraphrasing**

**Week 14 – Titles, Introductions, Conclusions**

**Week 15 – Revising and Editing**

**Week 16 – Tutorial Center – Writing Assistance**

**Week 17 – TBA – (Presentations, Conferences, Discussions, etc.)**

**Week 18 – FINAL EXAMS**

**Questions:**

**Notes:**