Syllabus English 128

Instructor: Heather Paul

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Ext: 3256 Office: Annex 6 (Please see map for location of office, etc.)

Office Hours: Monday: 9-10 Wednesday: 10-10:50 Friday: Virtual Office Hour 1-2 (Please use email, or Canvas Discussion Board to contact me.)

**Classes:**

**English 128: 52525 M-Th 12-12:50 FEM 7**

 **F 12-12:50 HUM 62**

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| **Catalog 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. This course is not intended for students who have taken English 262 or English 126. |

**Require Materials:**

**The Digital Divide by Mark Bauerlein** [**Buy on Amazon**](https://www.amazon.com/Digital-Divide-Arguments-Facebook-Networking/dp/1585428868/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1515435834&sr=1-1&keywords=Digital+Divide)

**The Circle by Dave Eggers** [**Buy on Amazon**](https://www.amazon.com/Circle-Dave-Eggers/dp/0345807294/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1515435900&sr=1-1&keywords=The+Circle)

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

**Pen of a different color.** Something other than what you usually use for when we grade in class.

You’re going to be printing quite a bit for this class. So you are going to need some spare change, or a ream of paper for your printer. The Library and the Reading/Writing Center both offer copying services.

**Microsoft Word or the ability to export your document into Word**. I can only accept documents submitted to Canvas in Word format. Word is available for free to students.

**Grading Scale:**

Daily Work: 25% Assessments: 25% Participation: 25% Essays: 25%

**Daily Work:**

Includes all of your in class assignments. Including but not limited to group work, reading responses, etc.

**Assessments:**

These include all vocabulary tests and reading quizzes. Because of the nature of the class, 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, and they are generally given first thing in class. If you are late or absent you may not take it because they are given spur of the moment and graded in class, it would not be fair for you to be able to take it after the fact.

**Participation**:

The success of my class is really dependent on community. The building of a community in the classroom is something that I take very seriously and put a lot of effort into. In light of that, I really appreciate when my students help me with this task. When students offer up answers, or engage in discussion, the class goes by faster, we all learn more, and in general, the class grades go up. Please participate.

**Essays:**

There will be four essays, or essay type assignments over the course of the semester. Please don’t stress about this too much. I will help you with these.

**Attendance:**

Please attend class on time and prepared. If you are absent that will not be an excuse for not completing work. I make every attempt to keep Canvas up to date with assignments. Please check there if you are absent and wanting to make up work. If there is nothing there, please feel free to contact me. If you are absent four hours from class by the end of the ninth week, you will be dropped from the course.

**Students with Disabilities:** I am happy to help all of my students successfully complete my class. Students with disabilities are no exception. 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, of 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 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 OR ASSIGNMENTS ON WHICH A STUDENT HAS CHEATED WILL RECEIVE ZERO CREDIT.

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| *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
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| **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
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