

*"No matter how busy you may think you are, you must find time for reading, or surrender yourself to self-chosen ignorance." ~ Confucius*

English 093W (Section FA220)  
 Reading & Vocabulary Development  
 Fall 2011: 8/30/11 – 12/8/11  
 Tuesdays & Thursdays: 4:00 p.m. – 5:55 p.m.  
 Room: S-037

Instructor: Scott Drake  
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### COURSE DESCRIPTION:

Prerequisite: READING - Level 3. Designed for those whose academic and personal needs call for building skills, confidence, greater comprehension, and enjoyment of reading. The course includes techniques for understanding and remembering a wider reading vocabulary. Consideration will be given to applying reading strategies to a wide variety of reading materials under the guidance of an instructor.

### OUTCOMES AND OBJECTIVES:

Upon successful completion of this course, the student will be able to:

#### **Outcome 1: Apply appropriate active reading strategies to a variety of texts.**

##### **Objectives:**

- ❖ Develop strategies for an awareness of many kinds of reading, such as fiction, autobiography, short journalistic features, and academic/expository text.
- ❖ Apply and modify active reading strategies before, during, and after reading, with special emphasis on previewing, predicting, accessing prior knowledge, questioning, and summarizing.
- ❖ Appropriately adapt goals and approaches to reading, depending upon the text and purpose.
- ❖ Apply appropriate study strategies to the reading of texts for academic/study purposes. This includes text annotation, written summary of textbook material, mapping, and note taking.

#### **Outcome 2: Comprehend a variety of texts appropriate to beginning college academic work.**

##### **Objectives:**

- ❖ Check comprehension by learning to infer topic, thesis/focus, and supporting examples and details in a reading.
- ❖ Use visual strategies to organize a college reading. These strategies include map, outline, and summary in order.
- ❖ Demonstrate ability to apply vocabulary strategies overall comprehension of readings.
- ❖ Use test-preparation, test-taking, and post test self-evaluation strategies.
- ❖ Analyze, summarize, paraphrase, and synthesize from reading, both orally and in writing.
- ❖ Practice identifying obvious organizational patterns in beginning level college readings. These patterns include chronological, and problem/solution in passages of several paragraphs.
- ❖ Demonstrate ability to preview and gain meaning from basic organization of fiction and non-fiction books: book title, preface and epilogue elements, chapter title and divisions, book jacket and "about the author" elements, glossary and index.

#### **Outcome 3: Apply various techniques for learning new vocabulary encountered while reading.**

##### **Objectives:**

- ❖ Develop a beginning awareness of English as an evolving language and lexicon, with roots in several other languages.

- ❖ Appropriately apply dictionary skills to broaden reading vocabulary and locate definition and spelling.
- ❖ Derive clues to word meanings from context.
- ❖ Apply memory strategies from context.
- ❖ Use word parts, such as prefix, suffix, and roots, to analyze and understand complex words.
- ❖ Speak and write using broadened vocabulary as a result of the course

**Objective 4: Develop confidence and enjoyment that will contribute to life long appreciation of reading.**

**Objectives:**

- ❖ Demonstrate ability to choose and gain meaning and enjoyment from a text.
- ❖ Demonstrate awareness of a range of reading materials for personal satisfaction.
- ❖ Personalize reading analysis, selection, and responses to suit ongoing lifelong individual satisfaction in the reading process.

**Outcome 5: Participate in “writing to learn” activities.**

**Objectives:**

- ❖ Perform writing tasks to promote learning.
- ❖ Write effectively for a specific audience and purpose.
- ❖ Demonstrate the learning of concepts through writing.

**COURSE LEARNING AND TEACHING ACTIVITIES**

- ❖ Reading and discussing texts
- ❖ Previewing, predicting, questioning, summarizing, annotating, outlining, mapping, memorizing, drafting, peer critiquing, and revising activities both in and out of class and, possibly, on and off the computer
- ❖ Freewriting in and out of class (to reflect, to prompt discussion, to dialogue with me and others in the class)
- ❖ Group activities
- ❖ Individual student-instructor conferences
- ❖ Class discussions

***COURSE ASSIGNMENTS:***

Course Projects	Percent of Final Grade	Due
Comprehension/Vocabulary Quizzes	10%	Various Due Dates
Chapter Review Tests	15%	Sessions 2, 4, 5, 8, 11, 18, 24, and 27
Summarizing Non-fiction Paper: <i>Into the Wild</i>	10%	*Session 16 *(Draft #1 is due session 15)
Responding to Fiction Paper: <i>The Pearl</i>	15%	*Session 22 *(Draft #1 is due session 21)
Reading/Vocabulary Log	10%	Session 28
Current Interest Articles (CIA) Project	25%	Session 29
Mastery Test I and II	10%	Sessions 12 and 30

Homework/In-class Quizzes	5%	Various Due Dates
Attendance	10%	See *Note Below

**\*Note: Four or more absences equals zero percent for your Attendance grade and either dropped through an instructor-initiated drop or may fail the course.**

**Also, regardless of your final grade average, your Summarizing Non-fiction Paper, Responding to Fiction Paper, Reading/Vocabulary Log, and CIA Project must be turned in, or you will receive an “F” in the course.**

### Reading/Vocabulary Log

Each Reading Selection in your textbook has a “Vocabulary Preview” section. In your Reading/Vocabulary Log—by the way, your Reading/Vocabulary Log should be made up of a three-ring binder and loose-leaf notebook paper—rewrite each vocabulary word, including the part of speech and the definition, and use the word in a complete sentence (make sure to underline the word), exactly as shown below.

(Indicate the Chapter): Chapter 2: “Stages of Reading”

(Indicate the Reading Selection and the “Vocabulary Preview” page number[s]): Selection 1: “Health” p. 50

(Rewrite the vocabulary word, part of speech, and definition): forages (v.) To search, as for food.

(Use the word in a complete sentence): After a long day at work, he goes home and forages in the refrigerator for a cold beverage.

### COURSE POLICIES:

#### Grades

Specific grading criteria will be included with each paper. Specific papers will be graded “A” through “F”. To help keep you informed of your progress, I will provide written comments and record your grade on each paper. I will also tell you what your midterm grade is. If you would like help determining your grade in the course at any time, please ask me. As far as homework grades are concerned, I will use the following acronyms and point system: **WD** = Well Done (6 points); **NW** = Needs Work (3 points); and **NA** = Not Acceptable (0 points)

#### Grading Scale

Grade	Percent	4-point
A	Above 92	4.0
A-	92 – 90	3.7
B+	89 – 87	3.3
B	86 – 83	3.0
B-	82 – 80	2.7
C+	79 – 77	2.3

C	76 – 70	2.0
D	69 – 60	1.0
F	Below 60	0.0

### Paper Revisions

Any of the first two essays that have earned lower than a “C” for reasons **other than lateness** may be revised for a grade change. Unless you make prior arrangements, I will not accept a revision later than **two weeks** after the original is returned in class (or in my mailbox on campus [S-006]). A successful revision will bring the grade of that essay to a “C”. All revisions must be highlighted on the new version. Furthermore, I will read revised essays only if submitted in a folder with all of the required back-up materials, including the previously graded essay, and only if all revisions are clearly indicated on the revised version.

In addition, you may revise one of the first two essays that earned a “C” or better for a new grade (up to an “A”). Again, unless you make prior arrangements, I will not accept a revision later than **two weeks** after the original is returned in class (or in my mailbox on campus [S-006]). This revision must also be submitted in a folder with all of the required back-up materials, including the previously graded essay, and you must clearly indicate all revisions on the revised version. I will not read essays that do not follow these guidelines.

### Conferences

Required one-on-one conferences to discuss assignments with me are scheduled at key times during the semester; additional conferences that you initiate are strongly encouraged.

### Manuscript Form

Word process all work intended for reader response, including drafts. Please follow the MLA manuscript form guidelines. Please use a common non-script typeface (acceptable fonts: Arial, Courier, or Times New Roman) with a font size of 12. Also please use two spaces after a period or other sentence-ending punctuation. A word of caution: BACK-UP your work on an E-storage device!!! I also suggest e-mailing a copy of your paper (saved in Microsoft Word or RTF format) to yourself in case you have problems with your E-storage devices on campus. Computer errors/disasters do not excuse lateness. Again, ask me any questions you have.

### Attendance and Late Assignments

Regular attendance is essential for successfully completing this course. When you read through the *TENTATIVE COURSE ASSIGNMENT SCHEDULE*, you will see how this course is built on collaboration among you, your peers, and me. You will most likely learn more and your grades will prosper if you consistently come to class well prepared, keep up with the readings and writing, and take the initiative for your contributions to class.

If some situation in your work or home life will prevent you from regularly attending this class and completing the work on time, I recommend that you drop the class now and take it when you will be able to successfully complete it. **Note that a student who misses the first two classes of the semester without making prior arrangements will be automatically dropped from the course. A student who misses two classes in a row without contacting me, or one who misses four or more sessions, will be dropped through an instructor-initiated drop or may fail the course.**

I will take attendance at the beginning of each class session. **Chronic lateness and early departures are disrespectful to me and to your classmates and disrupt the learning environment; therefore,**

**three late arrivals and/or early departures will be counted as one absence in terms of your attendance grade.** There is no such thing as an excused absence; you are simply present or absent (for whatever reason). To avoid being absent, do not schedule routine dental, medical, or other appointments during class time. You already are scheduled during your class time—you are not free to schedule something else. If you must be absent, you are still responsible for all information and assignments given during the class you missed. It is your responsibility to make arrangements—ahead of time, if possible—for missed class work. I am responsible for teaching only those who attend class. If you must be absent when an assignment is due, hand it in early or arrange for someone else to hand it in for you.

**Essays are due in class on the stated day and will be downgraded one grade per calendar day late (turning in an essay late, but on the same day, will count as one day late).**

Tests, Quizzes, and Homework will not be accepted unless you were absent on the day they were due, in which case they are due when you return to class (you are responsible for showing them to me at the beginning of the period). **All late Tests, Quizzes, and Homework will receive half credit. Forgetting your Tests, Quizzes, and Homework is the same as not turning it in—you cannot get credit for it.** If you were absent when it was assigned, you are still responsible for turning them in when they are due (therefore, ask in advance or call or e-mail me to see if additional Tests, Quizzes, and Homework were assigned; I will reply as soon as I get your message).

#### **Withdraw Deadline**

The last day to withdraw with a grade of “W”, to apply for a grade of pass/no credit (P/NC), or to be withdrawn with a grade of “WI” is **Tuesday, November 22**. Please see me if you are having problems with this course. I will be happy to help you individually. Also, please consult with an academic advisor before you withdraw (D102, 686-9330), and if you have or will ever have financial aid, you should also talk to the financial aid office before you drop the course (D101, 686-9080). If you stop coming after this date, you will receive an “F” instead of a “W/WI” at the end of the semester.

#### **Plagiarism**

**Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an “F” for the project and possibly an “F” for—as well as dismissal from—the course.** For more information about Delta’s policies, refer to the “Integrity of Academic Work” section in the “Students’ Rights, Responsibilities, and Conduct” section of the *Delta College Catalog* or the English Division home page (<http://www.delta.edu/english/plagiarism.html>). If in doubt about plagiarism, please ask me for clarification. Note that I consider the submission of papers that you have previously written for another course to be plagiarism. Also note that taking any ideas or words from any source (including Internet sources) without proper citation is also plagiarism. In this class, we will use MLA citation methods.

#### **Student Conduct**

As a college student, you are expected to follow various guidelines related to your conduct. To read these guidelines, please refer to the “Students’ Rights, Responsibilities, and Conduct” section in the *Delta College Catalog*.

Also, individual student participation is strongly encouraged. Your questions and comments are valuable and are always welcome. However, rudeness and inattentiveness will not be tolerated. No student is to sleep, do his or her homework from other classes, play computer games, chat with friends, or engage in any other disruptive acts during class, especially while I am lecturing or we are discussing course work. Students persistently engaging in disruptive acts will be asked to leave class.

**In addition, personal CD players, Ipods, and cellular phones (e.g., NO TEXTING, which is my number one pet peeve) WILL NOT be allowed in class.**

### **General Education Outcomes**

The Delta College faculty, in conjunction with area employers and numerous others, believe general education outcomes are important for community college graduates, whether they are going immediately into the workplace or continuing their education. Achievement of these outcomes does not occur in a single course; rather, these outcomes are achieved by experiencing them in several courses and in several contexts over an extended period of time. For details, including a list of the outcomes, please refer to (<http://www.delta.edu/gened/statement.html>).

### **Computer Use Guidelines**

Delta College has very specific guidelines for accessing and using electronic resources, which you are required to follow. Please read the guidelines and penalties for violations, available at (<http://www.delta.edu/accessanduse.html>). In addition, I expect you to use your time on the computer for course-related work, not for playing games, e-mailing, or using Instant Messenger. If you chose not to use your time on the computer for course-related work, I will dismiss you from our session—which, in turn, will have an effect on your attendance grade.

### **RESOURCES FOR WRITERS:**

#### **Writing Center Café**

##### **The Main Campus Writing Center Café:**

“Due to the success of the Writing Center’s inaugural year, it has expanded its operations and moved to the LLIC. At the back of the library, near A-125, you will find welcoming faces, comfy chairs, and computers. Whether you need help brainstorming a topic, revising a cover letter for a job application, or just need one final pair of eyes to look over a piece you’ve written, the Writing Center can help. Students, faculty, and staff are welcome, so come early and stay late, and don’t forget to bring a snack if you are hungry. See you there...”

##### **Our Virtual Writing Center:**

“Because Delta College is more than one building in University Center and because our students are more than just students, often holding down a full-time job and/or raising a family, we have now opened a Virtual Writing Center to offer advice and assistance anywhere/anytime. All you need to do is answer a few questions and upload your paper and you’ll receive thoughtful feedback within 48 hours (Monday - Friday). For a tutorial of how to submit to our online writing consultants, view the following: Form Tutorial. Our virtual service can also be accessed on [myportal.delta.edu](http://myportal.delta.edu), under ‘Tools & Links.’ For those looking for access to handouts, how-to articles, and example papers, see our Virtual Handbook for Students.”

Please consult the Writing Center Café’s Web site (<http://www.delta.edu/writingcenter.aspx>) for additional information. The Writing Center Café is located near A-125 in LLIC.

#### **Teaching/Learning Center**

Main campus: LLIC (686-9314; <http://www.delta.edu/tlc>). The professional staff and peer tutors provide free tutoring in all academic content areas, including reading and writing, as well as study skills. Please consult their Web site for their hours. They also offer on-line tutoring at (<http://www.delta.edu/tlc/TLCyber>). You will need your Delta student ID number and the code for the course (ENG 093W).

**Library**

Main campus: LLIC (686-9310; <http://www.delta.edu/library/>). Professional librarians provide personal research assistance and library usage information; ask at the reference desk (686-9560). Please consult their Web site for their hours. Note that food or beverages are not allowed in the LLIC.

**Computers**

Outside of the classroom, there are computers available for use in the LLIC on the main campus (same hours as the library; for more information, refer to [<http://www.delta.edu/complab/>]). There is a Lab Assistant to help you at the circular desk by the computer pods (where you have to sign in using your ID). Be sure to bring a disk so you can save your work (and be sure to save your document onto the disk frequently as you work; it is also a good idea to have a backup disk). If you do not use Microsoft Word at home, you can still bring your work back and forth. The trick is to save your document in RTF format. Ask me if you need help.

Also, you will be expected to visit Delta College's "eLearning" Web site from time-to-time and access documents, etc. Please make sure that you have an active Delta College e-mail account in order to access this site.

**Disability Support Services**

If you have a documented disability and need an academic accommodation, please contact Michael Cooper, Director of Disability Services (D-106, 686-9322).

**Educational Advising & Counseling**

The Office of Educational Advising & Counseling (D-102, 686-9330) is prepared to assist you with questions about your program of study, choosing courses, making career decisions, and many things about yourself including working with you concerning personal and professional difficulties.

**Me**

I will make every effort to see that this class is meaningful to you and that you improve both your reading as well as writing. I am happy to discuss both your reading as well as writing with you and to answer questions on anything that may be difficult or confusing to you, either during class, after class, or in my office by appointment or during office hours. Do not hesitate to seek help from me at any time during the semester, or to consult with me concerning your performance and your grades in the course.

**REQUIRED MATERIALS:**

- ❖ A three-ring binder and loose-leaf notebook paper to be used for your Reading/Vocabulary Log
- ❖ A spiral-bound, college-ruled notebook with **perforated pages** to be used for notes, homework, and freewritings
- ❖ A pen or pencil and highlighters to mark reading selections
- ❖ A folder with horizontal pockets on both sides to hold both your CIA Articles and Reports, Summarizing Non-fiction Paper: *Into the Wild*, and Responding to Literature Paper: *The Pearl*—make sure to write your name in the upper-right corner of the cover (if your name cannot be easily seen, please use a label)
- ❖ A three-ring binder and access to a three-hole punch, tape, glue, and a stapler (for the CIA Project)
- ❖ An E-storage device (flash drive, etc.), which you will use when we/you visit the Computer Lab/Library

REQUIRED TEXTS:

*American Heritage College Dictionary*. 4<sup>th</sup> ed. Boston/New York: Houghton Mifflin, 2001. (ISBN-10: 0440237017)

Kirszner, Laurie G. and Stephen R. Mandell. *The Pocket Wadsworth Handbook*. 5<sup>th</sup> ed. Boston: Thomson Wadsworth, 2011. (ISBN-10: 9780495912958)

Krakauer, Jon. *Into the Wild*. Anchor, 2007. (ISBN-10: 0307387178)

Smith and Morris. *Breaking Through: College Reading*. (ISBN-10: 0205734367)

Steinbeck, John. *The Pearl*. New York: Penguin, 1992. (ISBN-10: 014017737X)

TENTATIVE COURSE ASSIGNMENT SCHEDULE

NOTE: This assignment schedule provides a general idea of the topics covered in the course. The number, length, and content of sessions may vary and is subject to change.

Note: **HW** = Homework; **Kirszner** = *The Pocket Wadsworth Handbook*; **Krakauer** = *Into the Wild*; **Smith** = *Breaking Through: College Reading*; **Steinbeck** = *The Pearl*

<b>Weeks and Sessions</b>	<b>Planned Activities</b>
<b>Week 1</b> T 8/30 & R 9/1	<b>Session 1</b> <b>Today:</b> Getting to Know You; Course Overview; Sharing Reading Materials; Student Introductions <b>HW due in next class:</b> 1) Write two questions/comments about the syllabus; 2) Read Smith pp. 1 – 13 and complete Exercise #1 on p. 5, #2 on pp. 8 – 9, and #3 on pp. 11 – 12 <b>Session 2</b> <b>Today:</b> Chapter 1: “Student Success”; “Ten Habits of Successful Students” Kirszner pp. 302 – 308; Previewing Your Textbook; Chapter 1: “Student Success” Review Test <b>HW due today:</b> HW assigned in Session 1 <b>HW due in next class:</b> 1) Read Smith pp. 33 – 48 and complete Exercise #1 on p. 36, #2 on pp. 42 – 43, and #3 on pp. 45 – 46; 2) Read Smith pp. 50 – 55 Selection 1: “Health” and complete the Thinking Before, During, and Thinking and Writing After Reading sections; 3) Put the “Vocabulary Preview” words on p. 50 in your Reading/Vocabulary Log
<b>Week 2</b> T 9/6: (Labor Day – College Closed) & R 9/8	<b>Session 3</b> <b>Labor Day – College Closed</b> <b>Session 4</b> <b>Today:</b> Chapter 2: “Stages of Reading”; Chapter 2: “Stages of Reading” Review Test <b>HW due today:</b> HW assigned in Session 2 <b>HW due in next class:</b> 1) Read Smith pp. 79 – 90 and complete Exercise #1 on pp. 84 – 85, #2 on pp. 85 – 86, #3 on pp. 86 – 87, #4 on pp. 87 – 88, #5 on pp. 88 – 89, #6 on p. 89, and #7 on p. 90

<p><b>Week 3</b> T 9/13 &amp; R 9/15</p>	<p><b>Session 5</b> <b>Today:</b> Chapter 3: “Vocabulary”; Vocabulary in Context: “Jabberwocky” by Lewis Carroll; Chapter 3: “Vocabulary” Review Test <b>HW due today:</b> HW assigned in Session 4 <b>HW due in next class:</b> 1) Read Smith pp. 117 – 123 and complete Exercise #1 on p. 119, #2 on p. 120, #3 on p. 120, #4 on pp. 121 – 122, and #5 on pp. 122 – 123; 2) Read Smith pp. 146 – 150 Selection 1: “Psychology” and complete the Thinking Before, During, and Thinking and Writing After Reading sections; 3) Put the “Vocabulary Preview” words on p. 146 in your Reading/Vocabulary Log <b>Session 6</b> <b>Today:</b> Chapter 4: “Main Idea” Part 1; Using Cognitive Visual Mapping; Current Interest Articles (CIA) Project Introduced <b>HW due today:</b> HW assigned in Session 5 <b>HW due in next class:</b> 1) Read Smith pp. 123 – 131 and complete Exercise #6 on pp. 124 – 125, #7 on p. 126, #8 on pp. 126 – 128, #9 on pp. 128 – 129, and #10 on pp. 130 – 131; 2) Read Smith pp. 154 – 159 Selection 2: “Literature: Short Story” and complete the Thinking Before, During, and Thinking and Writing After Reading sections; 3) Put the “Vocabulary Preview” words on p. 154 in your Reading/Vocabulary Log</p>
<p><b>Week 4</b> T 9/20 &amp; R 9/21</p>	<p><b>Session 7</b> <b>Today:</b> Computer Lab (M-103); Chapter 4: “Main Idea” Part 2; Current Interest Articles (CIA) Project <b>HW due today:</b> HW assigned in Session 6 <b>HW due in next class:</b> 1) Read Smith pp. 164 – 167 Selection 3: “History” and complete the Thinking Before, During, and Thinking and Writing After Reading sections; 2) Put the “Vocabulary Preview” words on p. 164 in your Reading/Vocabulary Log <b>Session 8</b> <b>Today:</b> Chapter 4: “Main Idea” Review Test <b>HW due today:</b> HW assigned in Session 7 <b>HW due in next class:</b> 1) Read Smith pp. 179 – 193 and complete Exercise #1 on pp. 181 – 183, #2 on pp. 185 – 186, #3 on p. 186 – 189, and #4 on pp. 191 – 193, 2) Read Smith pp. 220 – 223 Selection 1: “Psychology” and complete the Thinking Before, During, and Thinking and Writing After Reading sections; 3) Put the “Vocabulary Preview” words on p. 220 in your Reading/Vocabulary Log</p>
<p><b>Week 5</b> T 9/27 &amp; R 9/28</p>	<p><b>Session 9</b> <b>Today:</b> Chapter 5: “Supporting Details and Organizational Patterns”; Beyond Reading and Writing: Viewing Vittorio De Sica’s <i>The Bicycle Thief</i> <b>HW due today:</b> HW assigned in Session 8 <b>Due in next class:</b> CIA Articles and Reports #1 <b>HW due in next class:</b> 1) CIA Articles and Reports #1 <b>Session 10</b> <b>Today:</b> CIA Articles and Reports #1 <b>Due today:</b> CIA Articles and Reports #1 <b>Conferences:</b> Bring CIA Articles and Reports #1 <b>HW due today:</b> HW assigned in Session 9 <b>HW due in next class:</b> 1) Read Smith pp. 267 – 278 and complete</p>

	<p>Exercise #1 on pp. 269 – 270, #2 on pp. 271 – 273, #3 on pp. 274 – 275, and #4 on pp. 275 – 278, 2) Read Smith pp. 302 – 305 Selection 2: “Business” and complete the Thinking Before, During, and Thinking and Writing After Reading sections; 3) Put the “Vocabulary Preview” words on p. 302 in your Reading/Vocabulary Log; 4) your CIA Articles and Reports #1 (to be peer reviewed)</p>
<p><b>Week 6</b> T 10/4 &amp; R 10/6</p>	<p><b>Session 11</b> <b>Today:</b> Peer Review CIA Articles and Reports #1; Chapter 6: “Textbook Learning”; Summarizing Non-fiction Paper: <i>Into the Wild</i> Introduced; Chapter 6: “Textbook Learning” Review Test <b>HW due today:</b> HW assigned in Session 10 <b>HW due in next class:</b> 1) Read Krakauer pp. 1 – 69 and complete your “Reading Group Work”</p> <p><b>Session 12</b> <b>Today:</b> “Reading Group Work” Round #1; Mastery Test I (Chapters 1 – 6) <b>HW due today:</b> HW assigned in Session 11 <b>HW due in next class:</b> 1) Read Krakauer pp. 70 – 144 and complete your “Reading Group Work”</p>
<p><b>Week 7</b> T 10/11 &amp; R 10/13</p>	<p><b>Session 13</b> <b>Today:</b> “Reading Group Work” Round #2 <b>HW due today:</b> HW assigned in Session 12 <b>Due in next class:</b> CIA Articles and Reports #2 <b>HW due in next class:</b> 1) Read Krakauer pp. 145 – 207 and complete your “Reading Group Work”; 2) CIA Articles and Reports #2</p> <p><b>Session 14</b> <b>Today:</b> CIA Articles and Reports #2 <b>Due today: CIA Articles and Reports #2</b> <b>Conferences:</b> <i>Bring CIA Articles and Reports #2</i> <b>HW due today:</b> HW assigned in Session 13 <b>Due in next class:</b> Summarizing Non-fiction Paper: <i>Into the Wild</i> Draft 1 <b>HW due in next class:</b> 1) Again, you should have read Krakauer pp. 144 – 207 and completed your “Reading Group Work”; 2) Summarizing Non-fiction Paper: <i>Into the Wild</i> Draft 1; 3) your CIA Articles and Reports #1 (to be peer reviewed)</p>
<p><b>Week 8</b> T 10/18 &amp; R 10/20</p>	<p><b>Session 15</b> <b>Today:</b> “Reading Group Work” Round #3; Summarizing Non-fiction Paper: <i>Into the Wild</i> Draft 1; Peer Review CIA Articles and Reports #2 <b>Due today: Summarizing Non-fiction Paper: <i>Into the Wild</i> Draft 1</b> <b>HW due today:</b> HW assigned in Session 14 <b>Due in next class:</b> Summarizing Non-fiction Paper: <i>Into the Wild</i> <b>HW due in next class:</b> 1) Summarizing Non-fiction Paper: <i>Into the Wild</i></p> <p><b>Session 16</b> <b>Today:</b> Chapter 10: “Inference” Part 1 <b>Due today: Summarizing Non-fiction Paper: <i>Into the Wild</i></b> <b>HW due today:</b> HW assigned in Session 15 <b>HW due in next class:</b> 1) Read Smith pp. 456 – 460 Selection 1: “Literature: Short Story” and complete the Thinking Before, During, and Thinking and Writing After Reading sections; 2) Put the “Vocabulary Preview” words on p. 456 in your Reading/Vocabulary Log</p>

<p><b>Week 9</b> T 10/25 &amp; R 10/27</p>	<p><b>Session 17</b> <b>Today:</b> Chapter 10: “Inference” Part 2; Responding to Literature Paper: <i>The Pearl</i> Introduced <b>HW due today:</b> HW assigned in Session 16 <b>HW due in next class:</b> <b>1)</b> Read Steinbeck pp. 1 – 20 (and work on “Comprehension Questions #1”, which have been uploaded to D2L) <b>2)</b> Read Smith pp. 465 – 468 Selection 2: “Literature: Short Story” and complete the Thinking Before, During, and Thinking and Writing After Reading sections; <b>3)</b> Put the “Vocabulary Preview” words on p. 465 in your Reading/Vocabulary Log <b>Session 18</b> <b>Today:</b> “Comprehension Questions #1”; Chapter 10: “Inference” Review Test <b>HW due today:</b> HW assigned in Session 17 <b>Due in next class:</b> CIA Articles and Reports #3 <b>HW due in next class:</b> <b>1)</b> Read Steinbeck pp. 21 – 57 (and work on “Comprehension Questions #2”, which have been uploaded to D2L); <b>2)</b> CIA Articles and Reports #3</p>
<p><b>Week 10</b> T 11/1 &amp; R 11/3</p>	<p><b>Session 19</b> <b>Today:</b> CIA Articles and Reports #3 <b>Due today:</b> <b>CIA Articles and Reports #3</b> <b>Conferences:</b> <i>Bring CIA Articles and Reports #3</i> <b>HW due today:</b> HW assigned in Session 18 <b>Due in next class:</b> “Comprehension Questions #1, #2, and #3” <b>HW due in next class:</b> <b>1)</b> Read Steinbeck pp. 58 – 90 (and work on “Comprehension Questions #3”, which have been uploaded to D2L) <b>Session 20</b> <b>Today:</b> Beyond Reading and Writing: Viewing Emilio “Indio” Fernandez’s <i>La Perla (The Pearl)</i> <b>Due today:</b> <b>“Comprehension Questions #1, #2, and #3”</b> <b>HW due today:</b> HW assigned in Session 19 <b>Due in next class:</b> Responding to Literature: <i>The Pearl</i> Paper Draft #1 <b>HW due in next class:</b> <b>1)</b> Responding to Literature: <i>The Pearl</i> Paper Draft #1; <b>2)</b> your CIA Articles and Reports #3 (to be peer reviewed)</p>
<p><b>Week 11</b> T 11/8 &amp; R 11/10</p>	<p><b>Session 21</b> <b>Today:</b> Peer Review Responding to Literature Paper: <i>The Pearl</i> Draft #1; Peer Review CIA Articles and Reports #3 <b>HW due today:</b> HW assigned in Session 20 <b>Due in next class:</b> Responding to Literature: <i>The Pearl</i> Paper <b>HW due in next class:</b> <b>1)</b> Responding to Literature: <i>The Pearl</i> Paper <b>Session 22</b> <b>Today:</b> Chapter 11: “Critical Reading” <b>Due today:</b> <b>Responding to Literature: <i>The Pearl</i> Paper</b> <b>HW due today:</b> HW assigned in Session 21 <b>Due in next class:</b> CIA Articles and Reports #4 <b>HW due in next class:</b> <b>1)</b> Read Smith pp. 520 – 525 Selection 2: “Essay” and complete the Thinking Before, During, and Thinking and Writing After Reading sections; <b>2)</b> Put the “Vocabulary Preview” words on p. 520 in your Reading/Vocabulary Log; <b>3)</b> CIA Articles and Reports #4</p>

<p><b>Week 12</b> T 11/16 &amp; R 11/17</p>	<p><b>Session 23</b> <b>Today:</b> CIA Articles and Reports #4 <b>Due today: CIA Articles and Reports #4</b> <b>Conferences:</b> <i>Bring CIA Articles and Reports #4</i> <b>HW due today:</b> HW assigned in Session 22 <b>HW due in next class:</b> <b>1)</b> Read Smith pp. 529 – 532 Selection 3: “Essay” and complete the Thinking Before, During, and Thinking and Writing After Reading sections; <b>2)</b> Put the “Vocabulary Preview” words on p. 529 in your Reading/Vocabulary Log; <b>3)</b> your CIA Articles and Reports #4 (to be peer reviewed) <b>Session 24</b> <b>Today:</b> Peer Review CIA Articles and Reports #4; Chapter 11: “Critical Reading” Review Test <b>HW due today:</b> HW assigned in Session 23 <b>HW due in next class:</b> <b>1)</b> Read Smith pp. 327 – 330 and complete Exercise #1 on pp. 328 – 329 and #2 on pp. 329 – 330</p>
<p><b>Week 13</b> T 11/22: (Last Day to Drop w/“W”/“WF” is T 11/22) &amp; R 11/24: (Thanksgiving Break – College Closed)</p>	<p><b>Session 25</b> <b>Today:</b> Chapter 7: “Test-Taking Strategies” Part 1 <b>HW due today:</b> HW assigned in Session 24 <b>HW due in next class:</b> <b>1)</b> Read Smith pp. 341 – 345 and pp. 356 – 357 and complete Exercise #1 on p. 357 <b>Session 26</b> <b>Thanksgiving Break – College Closed</b></p>
<p><b>Week 14</b> T 11/29 &amp; R 12/1</p>	<p><b>Session 27</b> <b>Today:</b> Chapter 7: “Test-Taking Strategies” Part 2; Chapter 7: “Test-Taking Strategies” Review Test <b>HW due today:</b> HW assigned in Session 25 <b>Due in next class:</b> Reading/Vocabulary Log <b>Session 28</b> <b>Today:</b> Computer Lab (M-103); Wrap-up CIA Projects and Work on CIA Presentations <b>Due today: Reading/Vocabulary Log</b> <b>Due in next class:</b> CIA Project and Presentations</p>
<p><b>Week 15</b> T 12/6 &amp; R 12/8</p>	<p><b>Session 29</b> <b>Today:</b> CIA Project and Presentations <b>Due today: CIA Project and Presentations</b> <b>Session 30</b> <b>Today:</b> Mastery Test II (Chapters 10, 11, and 7); Course Wrap-up; <i>Adios...</i> (Recall that all work is due today.)</p>