

Course Description: Designed for those whose academic and personal needs call for building skills, confidence, greater comprehension and enjoyment of reading. Includes techniques for understanding and remembering a wider reading vocabulary. Applies reading strategies to a wide variety of reading materials under the guidance of an instructor.

Outcome: Students will apply appropriate active reading strategies to a variety of texts by the following:

- Objectives:
- Previewing and predicting
 - Accessing prior knowledge
 - Questioning
 - Annotating
 - Mapping and creating graphic organizers
 - Summarizing and reviewing

Outcome: Students will demonstrate the ability to make meaning from a variety of texts by the following:

- Objectives:
- Recognize main ideas, key supporting points, and organizational patterns
 - Exploring applications and purposes

Outcome: Students will apply various techniques for learning and using both self-selected vocabulary and teacher-assigned vocabulary through the following:

- Objectives:
- Pronunciation and read-aloud fluency
 - Context clues
 - Word parts
 - Paper and electronic references

Outcome: Students will access, analyze, and use information appropriate for a specific purpose.

Outcome: Students will demonstrate an awareness of how reading can be relevant, important, and enjoyable.

Outcome: Students will demonstrate writing to learn through activities such as:

- Objectives:
- Freewriting
 - Writing reader responses
 - Informally summarizing and synthesizing

Textbooks: *New Worlds: An Introduction to College Reading*, Cortina and Elder, Fourth Edition, McGraw Hill, Publisher

The World of Words, Margaret Richek, Eighth Edition, Houghton Mifflin, Publisher

Dictionary

Class Meeting: Tuesday and Thursday, 10:00 a.m. to 11:55 a.m., Room 223

Office Hours: Tuesday and Thursday, 9:20 to 9:55 a.m., after class, or otherwise arranged with the instructor

Supplies: three pocket folders, two-inch binder for notebook, dividers (ten), 300 – 3x5 index cards (3 packs) pens, pencils, one notebook for homework, one **flash drive** for essays

Assignments

August 29 Syllabus and Class Expectations

In-class Writing

September 1 Journal #1

Activities – General to Specific

September 8 Words – Part 1 – Dictionary Skills and Context Clues 1-6

Words – Chapter 1 – Words about People 7-37

September 13 Reading – Chapter 1 – Introduction to Reading and Studying 3-58

September 15 Journal #2

Words – Test – Chapter 1 *

September 20 Words – Chapter 2 – Words in the News 38-67

September 22 Journal #3

Descriptive Writing

September 27 Reading – Chapter 2 – Developing a College Level Vocabulary 59-124

September 29	Journal #4 Notebook Check Words – Test – Chapter 2 *	
October 4	Words – Chapter 3 – Words for Feeling, Expression, and Action Descriptive Essay – Edit **	68-96
October 6	Journal #5 Activities	
October 11	Reading – Chapter 3 – Determining the Topic	129-176
October 13	Journal #6 Notebook Check Words – Test – Chapter 3 *	
October 18	Words – Chapter 4 – Other Useful English Words Words – Review Descriptive Essay and Writing Process Due ***	97-124 125-130
October 20	Journal #7 Writing – Process Essay	
October 25	Midterm – Words – Chapters – 1, 2, 3, 4	
October 27	Journal #8 Reading – Chapter 4 – Locating the Stated Main Idea Process Essay Outline – Due	179-229
November 1	Words – Word Elements Words – Chapter 5 – Words Elements: Prefixes	131-134 135-169
November 3	Journal #9 Process Essay Outline Edit	

November 8	Reading – Chapter 5 – Formulating an Implied Main Idea	231-28
November 10	Journal #10 Words – Chapter 5 – Test * Notebook Check Process Essay and Writing Process Due ***	
November 15	Words – Chapter 6 – Word Elements: People and Names	170-203
November 17	Journal #11 Cause/Effect Essay Explanation	
November 22	Reading – Chapter 6 – Identifying Supporting Details Cause/Effect Essay Outline Due Notebook Check Words – Chapter 6 – Test *	291-348
November 29	Words – Chapter 7 – Word Elements: Movement Cause/Effect Essay – Edit **	204-235
December 1	Journal #12 Activities	
December 6	Reading – Chapter 7 – Recognizing Authors' Writing Patterns Cause/Effect Essay and Writing Process Due *** Notebook Check	349-429
December 8	Journal #13 Words – Chapter 7 – Test * Notebook Check Journal Check	

December 13

Journal #14

Journal Check

Reading Final

Chapters 1, 2, 3, 4, 5, 6, 7

December 15

Words Final

Chapters 5, 6, 7, and specific words from Chapters 1, 2, 3, 4

Point Values

Reading Chapters and Activities	30 points per chapter
Words Chapters and Activities	30 points per chapter
Words Chapter Tests	75 points per test
Word Index Cards	10 points per chapter
Notebook	40 points
Journal	40 points (14 entries)
Descriptive Essay	100 points
Process Essay	100 points
Cause/Effect Essay	100 points
Reading Final Exam	100 points
Words Final Exam	100 points

Grading Scale

A	93-100	C+	78-79	F	62-0
A-	90-92	C	73-77		
B+	88-89	C-	70-72		
B	83-87	D+	68-69		
B-	80-82	D	63-67		

Delta College does not have a D- as a final grade

* Denotes Test Date

** Denotes Edit Date

** Denotes Due Date

Journal is only accepted on due date, not after due date. If a student is absent on a journal writing day, the journal for that day must be made up.

The Delta College policy on plagiarism will be followed throughout this class in regards to all assignments (Words, Reading, Writing), whether it is homework, tests, essay writing, etc.

The Delta College policy on disruptive and unruly students will be followed.

Instructor Initiated Drop for Lack of Attendance

Your English Division instructor will drop you from this course if you miss, for any reason, in excess of 2/15 of your classes for this course. For this particular class this semester that means in excess of _____ class periods. This is an English Division policy.

All essays will be typed in letter size **12**. They will be typed in either **Cambria** or **Calibi**. No other styles accepted.

Margins must be as follows on all essays:

Top	.5 inch
Left	1 inch
Right	1 inch
Bottom	.5 inch

The paragraph settings on the computer will be as follows:

Before	0
After	0

Don't add spaces between paragraphs must be checked
Double Space all writings

A notebook (portfolio) will be kept during the semester. The notebook will be divided into the following divisions:

Syllabus and Schedule	Essays
Word Chapter Tests	Journal
Word Chapter Activities	Handouts
Reading Review Cards	Miscellaneous
Reading Chapter Activities	

The notebook (binder) must be at least a 2 inch binder or larger. All papers will be placed in the notebook as the papers are returned to the students. The notebook will be checked at least twice during the semester and appropriate points will be given. **Neatness will count towards the grade.**

Format for all writings will be Modern Language Association (MLA) format. This will be explained as we progress through the semester. Examples will be provided.

All word tests will need to be made up the class following an absence (the very next class period) before the class meets. Student should be at class by 9:30 A.M.. to make up test.

ALL ELECTRONICAL DEVICES (CELL PHONES, PAGERS, IPODS, ETC.) MUST BE TURNED OFF BEFORE ENTERING THE CLASSROOM. THEY MUST REMAIN OFF DURING THE ENTIRE CLASS. THEY MUST BE PLACED IN BOOK BAGS. IF THIS POLICY IS NOT FOLLOWED, POINTS WILL BE DEDUCTED FROM THE STUDENT'S OVERALL POINTS. IF THE STUDENT PERSISTS IN DISOBEYING THE POLICY, THE STUDENT WILL BE ASKED TO LEAVE THE CLASS.

STUDENTS MAY BRING DRINKS TO CLASS, BUT NO FOOD OR CANDY MAY BE EATEN IN CLASS. A SHORT BREAK (10) MINUTES WILL BE GIVEN DURING CLASS PERIODS, AND AT THIS TIME THE STUDENTS MAY EAT SNACKS OUTSIDE OF THE CLASSROOM.

This is a tentative syllabus. It may be changed. Students will be notified during class discussion or by email if changes are made.