

**Reading 096-097—Analytic Reading
Fall 2008—Syllabus**

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Course Description:

This course is designed to engage you in the process of reading critically. In this course we will review and practice strategies for reading and responding in both oral and written forms to different types of college-level texts. You will be introduced to different writing strategies employed by culturally diverse authors. You will learn to analyze, interpret and evaluate what you read through writing and discussions. This course focuses on making reading an integral part of your college and life experiences.

Required Materials:

- Text: *40 Model Essays: A Portable Anthology*
- Class Novels: *The Sea Runners*, *A Yellow Raft in Blue Water* and two essays
- College-level dictionary
- 3 ring binder, loose-leaf notebook paper and 10 notebook dividers

Course Objectives: Specific learning goals include the following:

- 1) to recognize common patterns of development, understand how they are used, and be able to apply them in your own writing;
- 2) to build vocabulary so that you understand what a particular word means in various contexts and can use the word correctly in your own sentence;
- 3) to increase critical reading and thinking skills to the point that, after reading a college-level essay, you can find the thesis and supporting points, prepare a rough outline, produce an accurate summary, and evaluate the writer's effectiveness;
- 4) to gain an understanding of how to discuss and/or write about fiction and non-fiction;
- 5) to develop communication skills and work habits that will serve you not only in future college courses but also in the real world of work. These include the ability to listen attentively, work cooperatively in small groups, and get assigned work done on time.

Course Components: Work aimed at achieving course objectives includes the following:

Reading:

- A) Careful reading of the books assigned and preparation of Reading Book Circle Questions and Answers, and Reading Logs to help you summarize, paraphrase and analyze selected passages as well as write analytic questions and choose vocabulary words to research (due as designated on your weekly calendars).
- B) Written journal responses to questions about assigned essays in *40 Model Essays*.
- C) Small group and full-class discussions of the books and essays.
- D) Quizzes and tests designed to measure your progress in the class (quizzes are **not** usually noted on the weekly assignment list; some are "pop" quizzes and, therefore, are unannounced).
- E) Group Assignments requiring research using a variety of sources and including oral reports.

Note: Items A and B are designed to make sure you keep up with the reading schedule so that you are able to participate fully in class discussions. Because you will be sharing your responses to the readings in small groups, not completing the Reading Response/Book Circle Questions and Answers, Reading Logs and Journal Responses by the due dates will hamper your success with these projects. Therefore, you must be diligent in completing these projects when due. If you do not complete the projects when due, you will have **three days** to turn in the late papers; they will be read and evaluated by me when I have completely caught up with my grading for all classes (which doesn't happen often); and the grade will be reduced by 10%. **You may not turn in more than three late assignments of any kind during the term.** You will be expected to participate in classroom activities whether you have completed your assignment or not.

Vocabulary:

You will be tested on vocabulary presented during lectures. The quiz dates should be on the weekly calendar; make-up quizzes are possible only when requested **before** the original, graded quizzes are returned to the class (the responsibility for make-up quizzes is the students.) Therefore, you will not be able to make up any missed quizzes after I have returned the graded quizzes to the class (which will usually

happen the class following the quiz). It is your responsibility to make arrangements for any make-up work before it's too late.

Writing Assignments:

In addition to journal responses for essays in *40 Model Essays*, we may do some short in-class writing exercises to practice using different rhetorical patterns and to practice responding to questions about the author's methods and effectiveness.

Group Projects:

You will participate in group projects during the term. The projects will provide practice in research, summary, evaluation of sources and oral presentation as well as working effectively with others.

Testing:

In-class assessments as well as a mid-term and final will be given. These will provide an opportunity for you to demonstrate your ability to read independently, annotate, comprehend and analyze college-level materials. These assessments are based on the types of responses to reading expected by Writing 101 instructors.

Self-Evaluation Statement:

You **must** keep all coursework in a working portfolio, dated, labeled and organized by section. At the end of the quarter you will be asked to review this work, turn in the portfolio, and write a self-evaluation statement. (specific instructions and guidelines will be sent to e-reserve)

Attendance and Grading Policies:

The final grade for Reading 96/97 will be given on a pass (S) or fail (U) basis. I will give numerical scores on written work and group presentations. A student must have an overall percentage of 70%-79% to pass Reading 096 and advance to Reading 097 and an overall percentage of 80%-100% to pass Reading 097 and advance to transfer-level work. Regular participation is a requirement for successful completion of this course. Further, the student must have acceptable attendance as follows: After the fifth **hour** of absence, the student must meet with the instructor out of class to discuss how these absences affect the outcome of the quarter. It is the student's responsibility to set up an appointment with the instructor. Failure to make and keep an appointment for this purpose does not excuse the student from responsibility. Tardiness counts as a one-half absent; two equals one full hour of absence. Severe tardiness (for example, missing half the class) will be considered an absence, not a tardy. Once a student exceeds the equivalent of five hours of absence, his/her grade will be adversely affected, and the student **will not be able to pass the 97 level** and is in jeopardy of receiving a U at the 96 level. Excessive absences means the student has not fulfilled the basic requirements of the course; therefore, the student will not advance to the next level.

Plagiarism Policy—*It is division policy that we share the following statement:*

*Students caught in acts deemed by the instructor as significant plagiarism/cheating will be **failed** on the plagiarized/cheated assignment and will be referred to the Vice President of Student Services for further disciplinary action by the institution.* NOTE: Cheating includes but is not limited to "roving eyes" during tests.

Children in class policy:

Anyone not officially enrolled in the class or not an employee of the college is not allowed to attend the class. I cannot bend this rule; you cannot bring your children to class nor can I allow visitors in the class without permission from the Division Dean.

Reminders concerning etiquette, social behavior:

Your responsibility in the classroom is to be prepared for the lessons, to be courteous to others (including the instructor), to avoid disruptive behavior, and to show respect for the people and learning atmosphere. You must turn all pagers, cell phones and other electronic devices off during class time, including during testing (no ipods or other music during in-class testing). Further, these items should be stowed in your backpack/purse so it is not visible. Failure to conform to this requirement will mean you must leave the classroom for that day and meet with the instructor during her office hour **before you are allowed to return to class**. If your cell phone or other device "goes off" during class, you will be asked to leave the class until the next class hour. Any cell phones, ipods, etc. placed on the desk or visible during class (such as on your lap) is subject to confiscation by me—beware! While working with classmates in small groups, you are expected to participate in but not dominate the discussion, treat everyone with respect, complete the required project, and follow directions given by the instructor. If your discussion group completes the project before other groups do, you are expected to use your time wisely by quietly working on other assignments for the class (such as reading your textbook or novels). Using this class time to complete work in other classes is **not** acceptable.