

Columbia Gorge Community College
RD 115 College Reading
Spring Term 2011

Instructor: Franceina Brackenbury
Office Hours: Available by appointment
Email: fbrackenbury@cgcc.cc.or.us
Phone: 506-6000, ext. 7164

Class Days/Time: M/W 1:00 - 2:50 p.m.
Location: 1.354
Credits: 4
CRN #: 1080958

Course Description: RD 115 will focus on improving reading rate, vocabulary and comprehension. Includes formation of efficient reading habits, vocabulary development, inferential and critical reading, and adapting reading rate to different reading tasks.

Course Pre-requisites: Placement into RD 115, Asset score of 42 and above or successful completion of RD 90 (C or better), or successful completion of ESOL 260.

Materials: *Reading Faster and Understanding More, Book Two* (5th Edition) by Miller and Steeber de Orozco; *Surviving the Oregon Trial, 1852*; *Mrs. Lirriper's Lodging* by Charles Dickens; writing utensil; highlighter; notebook, dictionary.

Assessment Methods for the Outcomes: Assessment may include, but is not limited to:

1. Speed reading and comprehension tests/activities;
2. Quizzes on vocabulary and correct usage;
3. Midterm and comprehensive final;
4. Group/individual work demonstrating comprehension strategies;
5. Group/individual work demonstrating vocabulary usage;
6. Book review/project of novel, biography, or autobiography;
7. Other assessment activities may include: a.) 5-10 hours on computer reading software with an analysis; b.) Conference with instructor; c.) Portfolio; d.) Individual projects, such as flash cards, outlines maps, diagrams, note-taking methods, career exploration readings, Service Learning.

Intended Outcomes for the Course: Recurring themes and concepts that students will be able to do are:

1. Proficiently use stages of reading—previewing, reading, review-and reading strategies in order to improve comprehension, control concentration, and increase persistence and retention in a variety of academic and non-academic reading tasks. Refine connections between text, the student's life, student's knowledge of the world, and other texts. Examine interactions between relationship, richness, structure, style, vocabulary, and purpose within complex texts. Increase reading frequency. Adjust reading rate to the nature of the material.
2. Advance and broaden use of vocabulary development strategies to learn and use new words

including discipline-specific vocabulary in listening, speaking and writing. Advance word parts study.

3. Refine written evaluation, analysis, and reflection in response to various texts.

4. Analyze texts in order to identify and articulate explicit and implied main idea and major details, distinguish fact from opinion, determine the author's and reader's purpose and bias, and distinguish between literal and figurative meaning in a variety of increasingly complex academic and non-academic reading materials. Make accurate inferences and rely on information provided in text to substantiate thinking. Identify and evaluate complex points of view in different texts. Cultivate flexibility and skepticism about author's and reader's perspectives.

5. Use library resources to formulate a research query and select appropriate sources of information. Use critical thinking to evaluate increasingly complex and diverse information and sources for academic and lifelong learning. Identify and make use of steps in the research process.

6. Exhibit habits and contribute to academic success, including engagement and intellectual curiosity. Employ active learning and study strategies for academic success. Use campus support services and other learning resources to help meet academic goals. Participate in a classroom learning community in a respectful and responsive manner.

Course Content:

Recurring themes and concepts that students will work with include:

1. Main idea/thesis/controlling idea;
2. Supporting details;
3. Organizational patterns;
4. Comprehension and rate;
5. Eye movements and motor skills;
6. Inferential and critical reading;
7. Passive vs. active reading;
8. Etymology and Greek and Latin roots/affixes;
9. Parts of speech.

Skills

- Phrasing skills.
- Skimming, scanning, and rapid reading skills.
- Dictionary skills/reference skills.
- Vocabulary skills.
- Determining meaning from context and determining meaning from word parts, most common Latin/Greek roots and affixes.

Course Expectations and Policies:

Classroom Etiquette: Please turn off/silence cell phones and beepers. No texting please.

Assignments: Assignments and projects are due on the date indicated. One late homework assignments will be accepted. See the instructor if you are facing difficulties or if you know of a conflict ahead of time.

If you are absent, you are responsible for all assignments due the next class period. Please get phone numbers and e-mail addresses for classmates to contact about assignments.

Assessments and Grading:

Chapter quizzes and vocabulary quizzes will be given bi-weekly. Homework will be evaluated each week.

Midterm policy: Student is expected to be in class the day of group assignment. Should the student fail to be in class, he/she will present individually on an assigned textbook chapter. Should a student be absent on day of the midterm policy, the group will present on assigned day, while absent individual will write a 3 page paper in class on assigned topic the following class period.

To help students with unavoidable emergencies, at the end of the course the lowest vocabulary test grade and comprehension test grade will be dropped from the student's grade.

Grade Points Possible:

Attendance/Participation (40 pts./10pts.) 9%

Vocabulary Tests (200 pts.) 36%

Comprehension Tests (110 pts.) 19%

Homework pop quizzes (32 pts.) 6%

Midterm (84 pts.) 15%

Final (84 pts.) 15%

Grading Scale:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- Below 60= F

Students are expected to be honest and ethical in their academic work. Academic dishonesty includes cheating and plagiarism. All work submitted in this course is to be your own new, original work written in response to the assignments. Consciously or unknowingly presenting the ideas or writings of others as your own will result in academic sanctions that may include a grade of F for the assignment or for the class and possible institutional sanctions including suspension or expulsion. See the Code of Student Conduct and the Students Rights and Responsibilities policy for further information.

CGCC is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities you are encouraged to stop by Student Services and make an appointment with Shayna Dahl, the ADA Coordinator at 506-6046 or by email at sdahl@cgcc.cc.or.us. If you have an accommodation plan please see me as soon as possible so we can make any arrangements necessary for your learning. No accommodations can be provided until a Reasonable Accommodation Plan is in place. Please remember plans are not retroactive and cannot be used for assignments prior to the date of my signature.

It is the policy of Columbia Gorge Community College and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities, or employment.

Persons having questions about equal opportunity and nondiscrimination should contact:

<i>Employment:</i>	<i>Education</i>	<i>al Program:</i>	<i>Student Programs</i>
<i>Robb Van Cleave</i>		<i>Dr. Susan Wolff</i>	<i>Activities and Services:</i>
<i>Chief Talent and Strategy Officer</i>		<i>Chief Academic Officer</i>	<i>Karen Carter</i>
<i>Office: Rm. 2.422</i>		<i>Office: Rm. 2.103</i>	<i>Chief Student Services Officer</i>
<i>541.506.6151</i>	<i>541.</i>	<i>506.6031</i>	<i>Office: Rm. 3.223</i>
	<i>541.</i>		<i>506.6013</i>

Instructor may modify schedule if necessary. Assignment/exam schedules may be changed in response to institutional, weather, or class changes or problems.

Schedule:

Date	Topics	Homework
Week One	Introductions; Syllabus/Class overview; Preparing to Read	Do Chpt. 1 Preview pp. 15-24; Start reading <i>Surviving the Oregon Trail</i> , due Week 6; Do HW Lesson 1, pp. 358-61. Do Chpt. 2 Preview pp.51-9.
Week Two	Main Idea	Do HW Lesson 2, pp. 362-6; Do Chpt 3 Preview, pp. 86-94; Vocab. and comprehension test next class; Do HW Lesson 3, pp. 367-71; Do Chpt. 4 preview pp.120-125;
Week Three	Frame Work	Do HW Lesson 4, pp.372-5; Vocab. and comprehension test next class; Do Chpt. 5 preview pp. 151-156; Do pg. 145 #1 and 2; Midterm assigned a week from this week;
Week Four	Logical Patterns	Do HW Lesson 5, pp.376-9; Vocab. and comprehension test next class; Midterm assigned next class, Do HW Lesson 6, pp.380-3;
Week Five	Organizing Details	<i>Surviving the Oregon Trail</i> due. Work with group members on chpt. Presentations; Do Chpt. 7 preview pp. 225-231; Start bringing Mrs. Lirriper's Lodging to class
Week Six	Midterm Presentation	Do HW Lesson 7, pp. 384-7.
Week Seven	Skimming and Scanning	Read Mrs. Lirriper's Lodging pp. 28-55; Do Chpt. 8 preview pp. 261-9; Do HW Lesson 8, pp. 388-391; Read Mrs. Lirriper's Lodging pp.
Week Eight	Reading Critically	Read Mrs. Lirriper's Lodging pp. ; Vocab. and comprehension test next class; Do Chpt. 9 preview pp. 295-300; Do HW pg 290 #1 and 2; Do HW Lesson 9, pp. 392-7; Read <i>Lamp in a Window</i> , be prepared to discuss it; Read Mrs. Lirriper's Lodging pp.
Week Nine	Drawing Inferences	Do Chpt. 10 preview, pp. 325-332; Read Mrs. Lirriper's Lodging pp. Do HW Lesson 10, pp. 398-404; Vocab. and comprehension test next class;
Week Ten	Interpreting Literature	Vocabulary and Comprehension post exam next week.

Week Eleven	Final	Read <i>Message to Garcia</i> by Elbert Hubbard, http://www.birdsnest.com/garcia.htm Be prepared to write a 3 page paper using this reading. You may bring to class a dictionary, rubric, the reading, one page of notes to aide you. Don't forget 3 pieces of paper.
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