

COURSE SYLLABUS
ENGLISH 089 Preparation for College Reading
English 106 Critical Reading in the Humanities
Spring Quarter 2013
Tuesday-Thursday 12:30-2:40

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”

— Dr. Seuss, *I Can Read With My Eyes Shut!*

Instructor: Kathleen Hoover

Contact Information

Email: kathleen.hoover@bellevuecollege.edu

Email etiquette: I respond to student emails the same day I receive them, up to 5p.m. However, if you e-mail me on a Saturday or Sunday I will respond first thing Monday.

Office Hours

By appointment and by my request to you.

Office: D204

Required Texts and Materials

- *Developing Critical Reading Skills Ninth Edition* by Deanne Spears
ISBN 978-0-07-340732-6
 - *Life of Pi* by Yann Martel
ISBN 0-15602732-1
- Supplies needed for class:
- A paperback dictionary
 - USB drive
 - A notebook for in-class notes, assignments, in-class exercises
 - Pens, pencils, highlighter etc.
 - Sticky notes
 - Highly suggest a stapler

Course Outcomes 089

After completing this class, English 089 students should be able to:

- Understand and use strategies for managing time effectively
- Use appropriate note-taking, study, and test-taking skills
- Comprehend college level vocabulary words
- Comprehend college level reading selections
- Read at a rate appropriate for the reading material
- Locate and distinguish between central theme (thesis), main ideas, details, and inferences
- Understand inferences
- Understand characters, plot, setting, theme, and symbols in short fiction

“Books are the plane, and the train, and the road. They are the destination, and the journey. They are home.”

— Anna Quindlen, *How Reading Changed My Life*

- Participate in small and large group discussions effectively
- Analyze the main course text as well as other reading material, verbally and in writing
- Evaluate and express an opinion on the content of course texts as well as offer ample support for that opinion, verbally and in writing
- Summarize written material

Course Outcomes 106

After completing this class, students should be able to:

- Identify patterns of organization which provide order to written text.
- Identify and explain the rhetorical balance which must exist among the writer, the audience [reader], and the writing [text] in an example of expository writing
- List strategies for distinguishing major ideas [thesis, theme, etc.] from the supporting details
- Prepare an outline - using traditional outline criteria, a mapping technique, or a visual diagram - of a whole piece of text, so that the sequence of key ideas and their relationship to one another is traced through the entire work.
- Identify characteristics of and strategies for reading text in a variety of subject areas in the arts, the sciences, and the social sciences.
- Identify ways to read actively, rather than passively.
- Identify literal information in a given piece of text. Distinguish this information from information which can be inferred from the same text.
- Locate examples of fact in a given piece of text. Distinguish this information from information which can be classified as opinion.
- Identify reading tasks at a variety of cognitive levels and distinguish them from reading tasks at other cognitive levels.
- Identify reading tasks associated with the learning paradigms of philosophers and/or learning theorists such as Plato, Bloom, etc.
- Identify criteria, which characterize a critical reader.
- Summarize a writer's underlying, but unstated, assumptions in a given selection of text.
- Select a piece of writing which contains symbolism and/or imagery, and explain how the writer's use of figurative language enhances MEANING
- Identify ways to evaluate the effectiveness of a selected piece of text based on the information it contains and the writer's strategies for communicating that information.
- Show effective control of mechanics: paragraphing, punctuation, spelling.
- Differentiate between key ideas and supporting details in reading
- Locate the thesis statement in reading assignments
- Practice good group skills: how to give useful feedback, and how to make use of feedback you receive
- Develop self-assessment skills

Course Requirements

Out-of-class essays, summaries, responses and lab assignments must be word processed and double-spaced. Other assignments, such as reading and textbook exercises, in-class group

“Books are the plane, and the train, and the road. They are the destination, and the journey. They are home.”

– [Anna Quindlen, *How Reading Changed My Life*](#)

work, and quizzes, can be handwritten or typed. Reference the document I've provided that outlines assignments and due dates for the quarter.

Grading

I want you to know what I hope you will achieve in your reading; therefore, I provide grading rubrics for essay and project assignments. These will be posted on the Class Canvas page. Any questions you have about your grades or how I have graded your work must be brought to me as soon as you have a concern.

Your final grade in the class will be calculated and recorded based on the following formula:

A 93-100%	B+ 88-89.9	C+ 78-79.9	D+ 67-69.9
A- 90-92.9	B 83-87.9	C 73-77.9	D 63-66.9
	B- 80-82.9	C- 70-72.9	D- 60-62.9
			F below 59.9

Please note: First, this course is a college-level course and you have the rights and responsibilities of a college student. Students who do not complete homework outside of class and don't turn it in on time cannot pass the class. It is important to complete your assignments even though you may feel you are too busy with other schoolwork, employment, family obligations, health concerns, etc., to devote 1-3 hours per day to homework. We all have busy lives, and we all have to learn how to manage our time and meet goals we have for ourselves. Second, this course is a "reading" course and, therefore, requires extensive reading from students. Students who do not wish to practice extensive reading, should not take this course.

Grading

- *Homework
- *Chapter Tests from DCRS
- *Vocabulary Quizzes
- * Reading Annotations and Constructed Responses
- * *Life of Pi* Reading and written work
- * *Life of Pi* Final Project
- * Final Essay
- *Participation and Attendance

Total points earned will determine your grade.

In-class and self-directed activities and participation: these activities include attending class and participating in class discussions about our readings; informal in-class writing; both peer editing sessions; assigned shorter writing responses; reading questions; Reading and turning in your writing assignments on the due dates.

Instructor's Expectation

PARTICIPATION

I want you to be here, I want you to succeed, and I presume all students are adequately prepared for class participation and ready to engage fully and enthusiastically – I grade participation accordingly. Students are expected to contribute actively to a positive classroom environment. Absences, late arrivals and early departures, inappropriate use of cell phones or

“Books are the plane, and the train, and the road. They are the destination, and the journey. They are home.”

– [Anna Quindlen, *How Reading Changed My Life*](#)

laptops, lack of preparation, inattentiveness, or unwillingness to discuss readings will affect your ability to contribute to a positive classroom environment. Additionally, class discussion of readings is included in your participation grade. It is imperative that you come to class with the assignments read and ready to discuss.

Thus, it is impossible to “make up” a missed class. Attendance and active participation contribute considerably to the quality of this course and help us meet the course requirements and learning outcomes. Class participation is central to our process of practicing listening and communication skills, thinking critically and ethically about ideas and opinions of divergent perspectives, and sharpening self-reflexive, cooperative, and collaborative argumentation skills. Through this process we can construct informed, critical, cross-cultural analyses of reading, writing, and critical thinking. If you miss a class, it is your responsibility to check Canvas, ask one of your peers for any assignments you may have missed after doing this if you have further questions you should email me, Kathleen.hoover@bellevuecollege.edu, or talk to me before or after class. Excessive tardiness or failure to participate in the work of the class is considered equivalent to an absence.

All out-of-class assignments should be:

- Computer generated and saved where accessible at a later date for further revisions, or as a backup copy should you need one.
- Please double-space, use an easy to read 12 point font, and leave generous one inch margins on either side of your paper.
- All papers must be appropriately titled (type of assignment, your name, my name, course number, and date of submission at the top of the first page.
- All papers must be turned in as a hard copy unless otherwise noted.

Your in-class written work will be achieved using paper and pen, so please bring both to each class.

Reading Lab (D202): The Reading Lab is a separate course in which you need to spend several hours per week to help improve your reading skills. You will need to complete 22 or 44 hours for the quarter, which equals 1 or 2 credits of English 080. We will have an orientation for new students the first week of class to explain lab programs and procedures.

PLAGIARISM: Please don't!

Plagiarism is the use of someone else's words, ideas, or information as your own or allowing someone else to use your words, ideas, or information as their own. Please document your sources carefully. According to Bellevue Community College policy, for plagiarism or cheating, you may be given an “F” grade for an individual assignment or the entire course. In addition, the incident will be reported to the Dean of Student Success. *****PLEASE NOTE:** some of your essays may be submitted by me to www.turnitin.com in order to check for plagiarism errors.

ATTENDANCE AND ABSENCES

“Books are the plane, and the train, and the road. They are the destination, and the journey. They are home.”

– [Anna Quindlen, *How Reading Changed My Life*](#)

Students are expected to attend every class, complete the required assignments before every session, bring the assigned texts and materials to class, and participate in class discussion. Please be on time to class every day and do not leave until class is over. *If you are habitually late or absent, you may fail this course.* **Frequent absences and late arrivals are disruptive to me and impede the progress of serious students.**

The BC Arts & Humanities Division's policy regarding absence stipulates that any student missing more than **twenty percent of total class time** for a course may receive an "F" grade for the course.

LATE WORK

Deadlines are essential and this course integrates the standards of this practice. Late, incomplete, or missing assignments (i.e. essays, shorter written assignments, presentations, etc.) will not be given full credit. It is the responsibility of the student to keep track of their assignments, including the submission time and date. It is your responsibility to ensure that I receive your assignment on time. "My computer is broken" or "I don't have the Internet at home" and similar phrases are NOT valid reasons for failure to complete any work. If you're having technology problems, plan ahead: Internet access is available on campus and at public libraries. **If you are having trouble completing an assignment, make an appointment to talk with me.** Think of me as a boss, of sorts. If your boss gives you an assignment to complete, and you're not sure you can do it on time, wouldn't you let your boss know?

PERSONAL TECHNOLOGY

Using your laptops to take notes is fine, so long as you are taking notes or actively at work on class material. There will be class discussions during which I ask you to go 'tops down' and my expectation is that you'll kindly stay off your laptops. **My pet peeve is cell phone use in class.** It's **never fine** to have a cell phone ring during class time; never fine to be on the phone during class time, texting, surfing the net, or otherwise, unless you have my consent first. Turn off all cell phones and iPods, etc.

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

Division Statements

- **Arts & Humanities Division Policy Regarding Values Conflicts** Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends. To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the

"Books are the plane, and the train, and the road. They are the destination, and the journey. They are home."

– [Anna Quindlen, *How Reading Changed My Life*](#)

course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments.

- Information about Bellevue College's copyright guidelines can be found at: <http://bellevuecollege.edu/lmc/links/copyright.html>
- Want to avoid plagiarism? A good resource is the Writing Lab: <http://bellevuecollege.edu/writinglab/Plagiarism.html>
- Need help with writing or other tutoring? Visit the **Academic Success Center**. <http://bellevuecollege.edu/asc/>

Student Code

“Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at: http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Important Links

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: <https://bellevuecollege.edu/sam>. BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website](#).

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

“Books are the plane, and the train, and the road. They are the destination, and the journey. They are home.”

– [Anna Quindlen, *How Reading Changed My Life*](#)

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

Final Exam Schedule

June 12-14 (I will let you know which day our final will land on)

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - <http://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp>. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

INSTRUCTOR NOTE: The public nature of class writing and discussions

Please consider every piece of writing you do for this class to be “public property.” Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a writing community. Remember that you will be expected to share your writing with others, so avoid writing about things that you may not be prepared to open to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. Please be aware that some course content may be considered sensitive; please be prepared to discuss all topics that arise with open-minded maturity.

“Books are the plane, and the train, and the road. They are the destination, and the journey. They are home.”

– [Anna Quindlen, *How Reading Changed My Life*](#)