

EN 091 Reading Improvement

Chaminade University of Honolulu
Summer Bridge 2015

Instructor: Robyn Nelson
Office: Henry Hall 206H (faculty offices located inside Humanities office)
Office Hours: Monday-Friday 11 am-12 pm
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Required materials

Texts (to be purchased by second class meeting)

Dole, Ivan G., and Leslie Taggart. *Connect: College Reading*. Boston: Wadsworth/Cengage Learning, 2014. Print.

Munger, David, ed. *80 Readings for Composition*. 2nd ed. New York: Pearson Education, 2006. Print.

You will also need a pen, a paper notebook, and folder paper as well as access to a computer and printer.

Course description

This basic course in the key skills is necessary for the successful study and comprehension of academic textbooks. Skills highlighted are: building vocabulary through context clues, finding main ideas, determining significant details and relationships of ideas, outlining, understanding graphic material and interpreting figurative language. Weekly timed readings encourage increased proficiency. *Credit/no credit*.

Student Learning Outcomes

In order to successfully complete this class, a student must demonstrate the following competencies:

- Incorporate newly-learned vocabulary in reading and writing assignments.
- Apply literal, interpretive, and critical reading skills to comprehend and analyze various types of reading material in different reading situations.
- Use an appropriate reading-study system to understand and retain information in informative material.
- Select and recode relevant key ideas in linear or visual form and in summary format.

Students should come to class prepared to use and to demonstrate the following abilities in order to succeed in this class:

- An ability to work independently in order to accomplish specific tasks, i.e., homework, research, writing, etc.
- An ability to successfully manage time in order to complete all tasks
- An ability to follow directions
- An ability to ask questions in order to clear up misunderstandings, clarify directions, or seek assistance (if needed)

Course policies

As a member of this classroom, I ask that you to abide by the following:

1. I expect all students to treat each other and the instructor with respect at all times. This includes listening carefully and speaking thoughtfully to others during our class discussions.
2. I expect you to refrain from using your cell phone during class. I expect all electronic devices to be kept in your bag and to remain silent during class. You are permitted to use a computer in class **for class purposes only**.
3. I expect you to be prepared for class with your textbook in hand.
4. I expect you to avoid sleeping in class and to refrain from studying for other classes.
5. I expect you to be prepared to stay in the classroom until the end of the class unless otherwise instructed.

If you violate any of the policies listed above, I will ask you to leave the classroom and you will be recorded as absent. Please see me during office hours to discuss any extenuating circumstances.

Attendance

Your attendance and active participation in this course is expected. More than two absences will result in a lowering of the final course grade (see below). I do not excuse absences; only the university can excuse absences (e.g., participation in athletic competitions, tsunamis, etc.).

3 absences = minus 5 points from final grade
 4 absences = minus 10 points from final grade
 5 absences = minus 15 points from final grade
 6 absences = minus 20 points from final grade
 and so on . . .

Three tardies are equivalent to one absence.

In addition, I expect that you will be prepared to stay in the classroom until the end of the class. If you leave the classroom before the end of class, you will be counted absent. (We will take a short break from 10:00 to 10:05.)

Please see me during office hours to discuss any extenuating circumstances.

Late work

All written work must be submitted by the specified deadline. No late work will be accepted.

If you cannot attend a class, you may submit assignments via email (emailed assignments must be received by the time of the class meeting). In-class assignments may not be made up or turned in late.

I am available for consultation before and after class, during office hours, or by email. If you have any questions about an assignment or essay, please contact me **before** the assignment is due.

Plagiarism

Please do not attempt to submit work that is not your own. The guidelines for plagiarism are in the General Catalog (online). They include, but are not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement (citation) of the source is always mandatory.
2. Paraphrasing the work of another without proper acknowledgement.
3. Submitting the work prepared by another as one's own. (Chaminade General Catalog, online).
4. Submitting the same work to two or more classes without prior permission from BOTH instructors.

Punishment for cheating or plagiarism may range from an "F" grade for the work in question to an "F" for the course to suspension or dismissal from the University. Please review the Academic Honesty and Plagiarism policies in Chaminade University's 2012-13 General Catalogue.

Chaminade Email Policy

Please be aware that I am only allowed to respond to emails that are sent from your official Chaminade email account. This is university policy. I check my email at least once a day. Please allow up to 24 hours for my response to your email.

Course requirements

Reading Responses

You will be required to complete periodic reading responses based on the assigned readings. Topics and forms of the responses will be determined by the instructor and will vary

from a reaction paper on part of the daily reading assignment to completion of a specific activity from the reading. You are required to type your responses and to print a hard copy or email your response before class. Your responses are due at the beginning of each class; I will not accept late reading responses.

Exercises

You will complete post-reading exercises from your textbook to access your reading comprehension and engagement.

Reading Quizzes

I reserve the right to give reading quizzes (announced and unannounced) at any time. You will not be able to take make-up quizzes if you are tardy or absent.

Midterm/ Final exam

A midterm and final exam will be administered to assess your learning in the course.

Assignment guidelines

All assignments are to be collected **at the beginning of class** on the day they are due. They are expected to meet both minimum and maximum length requirements outlined in individual assignment descriptions.

Assignments may be submitted to my email via GoogleDocs only. Please ensure these files are either created on GoogleDocs or are MS Word files (no .pdfs will be accepted). Submitted files should be named with the course number (EN091), your last name, an underscore (_), and the name of the assignment (e.g. EN091Nelson_Response#1). Note that there are no spaces.

Unless otherwise noted, all of your typewritten work should follow MLA formatting guidelines. These include the following features:

- Typed
- Double-spaced
- 12-point Times New Roman font
- One-inch margins on all sides
- Last name and page number in upper right-hand corner of **every page** (see syllabus header)
- Top left hand corner of the **first page** must include
 - Your first and last name
 - R. Nelson
 - EN 091
 - Date of submission

Points of Interest

The Academic Achievement Program (AAP)

The AAP is a useful on-campus resource that consists of peer and professional tutors from various disciplines. The AAP can be found in the portable building next to and behind Henry Hall (near Student Support Services).

Students with disabilities

While every effort will be made to accommodate students with disabilities, there is a procedure for receiving appropriate accommodations. Students must first register with the Chaminade Counseling Center, which will then provide documentation that specifies what kinds of accommodations are needed. This documentation must then be shown to, and discussed with, the instructor.

Final Grade

Your final grade will be determined as follows:

Reading responses	25%
Exercises	25%
Midterm exam	10%
Final exam	15%
Participation (including, regular participation in discussions, reading quizzes, presentations, in-class writing assignments, etc.)	25%

A= 90-100% B=80-89% C=70-79% D=60-69% F=0-59%

****You need a minimum of a 70% (C) to pass this course.****

A: Superior. Work that uses an assignment as the occasion for a piece of writing compelling enough to engage readers on its own terms. It presents an individual insight or viewpoint with enough fullness and cogency to command readers' respect, if not their assent. It complements its fresh thought by creating a distinctive voice through aptly chosen words and through sentences both grammatically accurate and rhetorically sophisticated.

B: Good. Work that responds to assignment guidelines with clear competence. Usually lacking A work's fresh thought or approach or its compelling development, B work nevertheless demonstrates its author's ability to respond intelligently to an assignment's demands, to structure and focus writing clearly, to select significant details and examples and to organize them effectively, to choose words accurately, and to revise sentences for conciseness and emphasis.

C: Fair. Work that is entirely adequate but not more. C work meets the assignment's specifications, has a serviceable structure, and provides enough elaboration with appropriate examples or analysis to make its intent understandable. Its sentences are almost always grammatically correct and reasonably varied, its paragraphs usually coherent. Nevertheless, C work lacks the sharp focus, the full and purposeful development, or the stylistic awareness

necessary for a higher grade.

D: Poor. Work that is clearly inadequate in at least one way. Although D work may demonstrate competence in other facets, its strengths will be outweighed by one or two pervasive weaknesses: failure to engage meaningfully an important aspect of the writing task or to maintain a focus; skimpy or illogical development; significant errors in grammar or persistent lack of subordination; repeated distracting errors in mechanics or in idiom.

F: Failure. Work that fails to respond acceptably to an assignment.

Schedule of reading and assignments

(subject to change)

*unless otherwise noted, all readings are from *Connect College Reading**

Week 1	Mon 7/13	<p>CLASS:</p> <ul style="list-style-type: none"> - Introductions - Review syllabus - tour library - buy textbook <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> - Chapter 1: “Connecting to the Reading Process” pgs 2-32 <p>READ AND RESPOND:</p> <ul style="list-style-type: none"> - <i>80 Readings</i>: “Diary,” Anne Frank pgs 339-341
	Tues 7/14	<p>CLASS:</p> <ul style="list-style-type: none"> - Chapter 1: “Connecting to the Reading Process” (in class: Interaction 1-1 pg 4; “Read and Talk” pg 10; Interaction 1-4 and “Surveying Readings is Like Watching a Preview” pg 12-13; Interaction 1-5 pg 15; Interaction 1-6 pg 17; Interaction 1-7 pg 18; Interaction 1-8 pg 20; Interaction 1-9 pg 23; common knowledge and Movie Review pg 28) <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> - Chapter 1: “Connecting to the Reading Process” pgs 33-55 <p>READ AND RESPOND:</p> <ul style="list-style-type: none"> - “Reading 1-1: Newspaper Article” questions pgs 38-44
	Wed 7/15	<p>CLASS:</p> <ul style="list-style-type: none"> - Chapter 1: “Connecting to the Reading Process” (in class: Reading 1-2 and questions in class) <p>HOMEWORK:</p> <p>READ:</p> <ul style="list-style-type: none"> - Chapter 2: “Asking Questions” pgs 54-70 <p>READ AND RESPOND:</p> <ul style="list-style-type: none"> - “Reading 2-1: David Blaine’s Feats of Will” pgs 89-92

	Thurs 7/16	<p>CLASS: - Chapter 2: "Asking Questions"</p> <p>HOMEWORK: READ: - Chapter 2: "Asking Questions" pgs 70-111</p> <p>READ AND RESPOND: - "Reading 2-2: Psychology Textbook" questions pgs 105-111</p>
	Fri 7/17	<p>CLASS: - Chapter 2: "Asking Questions"</p> <p>HOMEWORK: READ: - Chapter 3: "Developing Your Vocabulary" pgs 113-134</p> <p>READ AND RESPOND: - <i>80 Readings</i>: "Being a Man," Paul Theroux pgs 159-163</p>
Week 2	Mon 7/20	<p>CLASS: - Chapter 3: "Developing Your Vocabulary"</p> <p>HOMEWORK: READ: - Chapter 3: "Developing Your Vocabulary" pgs 134-167</p> <p>READ AND RESPOND: - "Reading 3-1: Online Magazine Article" questions pgs 150-156</p>
	Tues 7/21	<p>CLASS: - Chapter 3: "Developing Your Vocabulary"</p> <p>HOMEWORK: READ: - Chapter 4: "Finding the Main Idea" pgs 169-203</p> <p>READ AND RESPOND: - <i>80 Readings</i>: "Is the Fetus a Person? The Bible's View," Roy Bowen Ward pgs 290-297</p>

	Wed 7/22	<p>CLASS: - Chapter 4: "Finding the Main Idea"</p> <p>HOMEWORK: READ: - Chapter 4: "Finding the Main Idea" pgs 204-225</p> <p>READ AND RESPOND: - "Reading 4-2: American Government Textbook" questions pgs 219-225</p>
	Thurs 7/23	<p>CLASS: - Chapter 4: "Finding the Main Idea"</p> <p>HOMEWORK: READ: - Chapter 5: "Identifying Implied Main Ideas" pgs 227-249</p> <p>READ AND RESPOND: - "What Is a Food? What's in a Meal?" pgs 228-229 (use the questions in the "Talking about Reading" section that follows the reading for your response)</p>
	Fri 7/24	<p>CLASS: - Chapter 5: "Identifying Implied Main Ideas"</p> <p>HOMEWORK: READ: - Chapter 5: "Identifying Implied Main Ideas" pgs 249-273</p> <p>READ AND RESPOND: - <i>80 Readings</i>: "Nobel Lecture 1993," Toni Morrison pgs 26-36</p>
Week 3	Mon 7/27	<p>CLASS: - Chapter 5: "Identifying Implied Main Ideas"</p> <p>HOMEWORK: READ: - Chapter 6: "Recognizing Patterns of Organization" pgs 275-292</p> <p>READ AND RESPOND: - "Reading 6-2: Online Newsletter Article" questions pgs 329-335</p>

Tues 7/28	<p>CLASS: - Chapter 6: "Recognizing Patterns of Organization"</p> <p>HOMEWORK: READ: - Chapter 6: "Recognizing Patterns of Organization" pgs 292-335</p> <p>READ AND RESPOND: - <i>80 Readings</i>: "Why I Am Not a Feminist," Felicia Andersen pgs 172-173</p>
Wed 7/29	<p>CLASS: - Chapter 6: "Recognizing Patterns of Organization"</p> <p>HOMEWORK: READ: - Chapter 7: "Reading and Taking Notes on Textbook Chapters" pgs 337-363</p> <p>- Prepare for Mid-Term Exam review</p>
Thurs 7/30	<p>CLASS: - Chapter 7: "Reading and Taking Notes on Textbook Chapters"</p> <p>HOMEWORK: READ: - Chapter 7: "Reading and Taking Notes on Textbook Chapters" pgs 363-403</p> <p>- Prepare for Mid-Term Exam (Chapters 1-6)</p>
Fri 7/31	<p>CLASS: - MID-TERM EXAM (Chapters 1-6) - Chapter 7: "Reading and Taking Notes on Textbook Chapters"</p> <p>HOMEWORK: READ: - Chapter 8: "Distinguishing Fact and Opinion" pgs 405-428</p> <p>READ AND RESPOND: - "Jammie Thomas-Rasset: The Download Martyr RIAA fines Brainerd woman \$220,000 for 24 songs" pgs 406-407</p>

Week 4	Mon 8/3	<p>CLASS: - Chapter 8: “Distinguishing Fact and Opinion”</p> <p>HOMEWORK: READ: - Chapter 8: “Distinguishing Fact and Opinion” pgs 429-449</p> <p>READ AND RESPOND: - “Reading 8-2: Online Newspaper Article” questions pgs 443-449</p>
	Tues 8/4	<p>CLASS: - Chapter 8: “Distinguishing Fact and Opinion”</p> <p>HOMEWORK: READ: - Chapter 9: “Making Inferences” pgs 451-476</p> <p>READ AND RESPOND: - “Interaction 9-2: Make Inferences from Images with a Point of View” activity</p>
	Wed 8/5	<p>CLASS: - Chapter 9: “Making Inferences”</p> <p>HOMEWORK: READ: - Chapter 9: “Making Inferences” pgs 477-497</p> <p>READ AND RESPOND: - “Reading 9-1: News Magazine Article” questions pgs 480-486</p>
	Thurs 8/6	<p>CLASS: - Chapter 9: “Making Inferences”</p> <p>HOMEWORK: READ: - Chapter 10: “Analyzing the Author’s Tone” pgs 499-513</p> <p>READ AND RESPOND: - <i>80 Readings</i>: “If Shakespeare Had Had a Sister,” Virginia Woolf pgs 23-26</p>

	Fri 8/7	<p>CLASS: - Chapter 10: “Analyzing the Author’s Tone”</p> <p>HOMEWORK: READ: - Chapter 10: “Analyzing the Author’s Tone” pgs 514-547</p> <p>READ AND RESPOND: - “Reading 10-2: Essay” questions pgs 541-547</p>
Week 5	Mon 8/10	<p>CLASS: - Chapter 10: “Analyzing the Author’s Tone”</p> <p>HOMEWORK: READ: - Chapter 11: “Evaluating the Author’s Reasoning and Evidence” pgs 549-563</p> <p>READ AND RESPOND: - “Freedom of Speech in Rap Music” pgs 550-551</p>
	Tues 8/11	<p>CLASS: - Chapter 11: “Evaluating the Author’s Reasoning and Evidence”</p> <p>HOMEWORK: READ: - Chapter 11: “Evaluating the Author’s Reasoning and Evidence” pgs 563-599</p> <p>READ AND RESPOND: - “Reading 11-2 Online Magazine Article” questions pgs 592-599</p>
	Wed 8/12	<p>CLASS: - Chapter 11: “Evaluating the Author’s Reasoning and Evidence”</p> <p>HOMEWORK: READ: - Casebook: “Applying Your Critical Reading Skills to Arguments” pgs 601-623</p> <p>- Prepare for Final Exam review</p>

	Thurs 8/13	CLASS: - Casebook: "Applying Your Critical Reading Skills to Arguments" - Final exam review HOMEWORK: - Prepare for Final Exam
	Fri 8/14	CLASS: - FINAL EXAM

Reader Responses 1-2 pages each

What is a reader response?

A reader response asks the reader (that is, you) to examine, explain and defend his/her personal reaction to a reading. You will be asked to explore why you like or dislike the reading, explain whether you agree or disagree with the author, identify the reading's purpose, and critique the text. There is no right or wrong answer to a reader response. Nonetheless, it is important that you demonstrate an understanding of the reading and clearly explain and support your reactions.

Analyze the text as an individual reader. This process is as much about YOU as it is about the text you are responding to. As a scholar you stand in judgment over the text.

What is a reader response not?

A reader response IS NOT use the standard high school-level approach of just writing "I liked this book (or article or document or movie) because it is so cool and the ending made me feel happy," or "I hated it because it was stupid, and had nothing at all to do with my life, and was too negative and boring." In writing a response you may assume the reader has already read the text. Thus, do NOT summarize the contents of the text at length. Instead, take a systematic, analytical approach to the text.

Reading and writing "critically" does not mean the same thing as "criticizing," in everyday language (complaining or griping, fault-finding, nit-picking). Your "critique" can and should be positive and praise the text if possible, as well as pointing out problems, disagreements and shortcomings.

If you did not like a text, that is fine, but criticize it either from principle (it is racist, or it unreasonably puts down religion or women or working people or young people or gays or Texans or plumbers, it includes factual errors or outright lies, it is too dark and despairing, or it is falsely positive) or from form (it is poorly written, it contains too much "flowery" language, it is too emotional or too childish, has too many facts and figures or has many typo's in the text, or wanders around without making a point). In each of these cases, do not simply criticize, but give examples. But, always beware, as a beginning scholar, of criticizing any text as "confusing" or "crazy," since readers might simply conclude that you are too ignorant or slow to understand and appreciate it!

Questions to ponder in your reader response

Below are questions you should consider as you write each response. You do not have to answer every question (especially if it may not seem sensible in the context of the reading) but you should address at least 2-3 in each response. Each response should also vary in the questions it seeks to answer (i.e. don't answer the same three questions in all of your responses).

- **What does the text have to do with you, personally,** and with your life (past, present or future)? It is not acceptable to write that the text has NOTHING to do with you, since just about everything humans can write has to do in some way with every other human.

- **How much does the text agree or clash with your view of the world, and what you consider right and wrong?** Use several quotes as examples of how it agrees with and supports what you think about the world, about right and wrong, and about what you think it is to be human. Use quotes and examples to discuss how the text disagrees with what you think about the world and about right and wrong.
- **How did you learn, and how much were your views and opinions challenged or changed by this text, if at all?** Did the text communicate with you? Why or why not? Give examples of how your views might have changed or been strengthened (or perhaps, of why the text failed to convince you). Please do not write "I agree with everything the author wrote," since everybody disagrees about something, even if it is a tiny point. Use quotes to illustrate your points of challenge, or where you were persuaded, or where it left you cold.
- **How well does it address things that you, personally, care about and consider important to the world?** How does it address things that are important to your family, your community, your ethnic group, to people of your economic or social class or background, or your faith tradition? If not, who does or did the text serve? Use quotes to illustrate.
- **How well did you enjoy the text (or not) as entertainment or as a work of art?** Use quotes or examples to illustrate the quality of the text as art or entertainment. Of course, be aware that some texts are not meant to be entertainment or art--a news report or textbook, for instance, may be neither entertaining or artistic, but may still be important and successful.
- To sum up, **what is your overall reaction to the text?** Would you read something else like this, or by this author, in the future or not? Why or why not? To whom would you recommend this text?

NOTE: Though you might use these questions to provide the content for your response, the response itself should still be written in essay format. You are not simply answering each question you select separately, but rather structuring the response in some way that it still has a central focus. It should begin with an introductory paragraph laying out the goal of your argument, body paragraphs dedicated to evidence supporting your argument (one main idea per paragraph), and a concluding paragraph that sums up your major points and in the end pushes your argument just a bit more forward, perhaps by bringing to light one additional point not discussed in your response's body.