



## English 019 Reading II: Intermediate Reading (4 units)

Instructor: Brian McNeece

Class meets Monday through Friday CRN 30020 10 a.m. to 12:50 p.m. in room 2723.

My office: #406 Phone: 760 355-6438 Leave your name and phone number if I don't answer. My e-mail address is [brian.mcneece@imperial.edu](mailto:brian.mcneece@imperial.edu).

**Course Description:** This course aims to build reading efficiency to college level for graduation from IVC and/or successful completion of transfer level courses. Course work includes practice in whole chapter note-taking, vocabulary building, study reading, informed reading of literature, and reinforcement of critical thinking skills. Participation in instructor-assigned reading lab activities is a required part of the course.

### Required Books and Course Materials:

1. *Crossings* by Brian McNeece
2. *INFLUENCE* Robert Cialdini
3. A good dictionary. I recommend the paperback *American Heritage* dictionary. You may use a dictionary on a smart phone, laptop, or tablet device. You must have access to a dictionary when you are in class.
4. Aplia online code. \$36 if purchased online; more if you purchase in the bookstore.
5. Internet access for Blackboard at Imperial Valley College.

### Grading: This grading rubric is subject to change based on students' learning

1. Preparedness (ready with homework)	100 points
2. <i>Crossings</i> quizzes	150 points
3. <i>INFLUENCE</i> tests	250 points
4. Presentation based on Reading	50 points
5. Test on Fallacies	50 points
6. Aplia online reading program	150 points
7. Final exam (Fiction, Non-Fiction Critical Thinking)	<u>250 points</u>

**Total 1000points**

1. **Preparedness:** Since you are in college, I expect that you will do most of your reading outside of class. To guide your reading I will give some assignments that you will need to have ready when class starts. Because the assignments are tied to a class session, if you are not present you don't get credit. In other words, no late homework. This section also includes your participation in online postings on Blackboard.
2. ***Crossings* and *INFLUENCE*** You will be graded on your answers to multiple choice questions to demonstrate your understanding of the books and their vocabulary.

3. **Presentations:** Each student will give a short presentation (5 minutes maximum) that will grow out of some side research from the books we are reading. For example, since *Crossings* is about the Mexican border, a student might choose to do a presentation on ejidos, the Border Patrol, Sentri lane, illegal immigration, etc. I will give you detailed instructions on what I expect from this presentation. We may also do some very short (1-2 minute) presentations about current news items.

4. **Aplia online reading program.** This program will teach you the basic reading skills of finding main ideas, supporting details, inferences, transition words, logical fallacies, tone, bias, and purpose.

5. **Test on Fallacies:** You'll learn how to identify and discuss the basic logical fallacies, including hasty Generalization, Straw Man, False Dilemma, Slippery Slope, Ad Hominem, Appeal to Pity, etc.
6. **Final examination:** This exam will use final chapters of both textbooks and Aplia lessons. You will show your mastery of the reading skills taught during the semester as to understanding what you read and making inferences about what you read.

**Attendance:** Summer school is a very accelerated program of learning. You are required to attend class five days a week. You will be dropped if you miss three days in a row. Get your homework assignment from a classmate if you miss a class. Being absent is not an excuse for getting behind.

**Cell Phones** should be turned off or to vibrate during class time. Cell phones are a major distraction. Please do not attend to your cell phone during class time. Please don't disrupt class or get distracted by your cell phone. If I see this is a problem with you, I will send you out of the room and to Dean Sergio Lopez (See Disruptive Students below).

**Plagiarism means using another writer's words without giving proper credit to them.** A student who plagiarizes on an assignment will automatically receive a zero on that assignment and a zero in participation, making it virtually impossible to pass the course. There is also the potential for further disciplinary action. We will spend class time learning how to avoid plagiarizing. If you have any questions about how to quote or document sources, please feel free to ask me.

**Disruptive Students:** Most of you are here to learn, but some students are not serious. To preserve a productive learning environment, students who disrupt or interfere with a class may be sent out of the room and told to meet with Sergio Lopez, Campus Disciplinary officer, before returning to continue with coursework. Mr. Lopez will follow disciplinary procedures as outlined in the General Catalog. .

#### **Disabled Student Programs and Services**

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible.

DSP&S, Health Sciences Building, Room 2117  
(760) 355-6312

#### **Institutional Learning Outcomes: English 019 is designed to teach you to**

1. Use knowledge of main idea, major and minor details to compose outlines, paraphrases and summaries of college-level multi-paragraph essays, articles, editorials and textbook chapters.
2. Use critical thinking skills (analysis, synthesis, and evaluation) to respond to college level texts.

3. Use a variety of strategies to analyze and learn college level vocabulary.
4. Show growth in reading skills by attending and completing assignments (blocks) in the online reading lab program.

**MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":** Upon satisfactory completion of the course, students will be able to:

- Identify and paraphrase main ideas and classify details (significant, minor, minute) in multi-paragraph articles of short to medium length written at the college level (grade 12 or above)
- Organize main ideas and details into coherent note form from lectures and textbooks.
- Identify and apply elements of study reading techniques.
- Interpret the meaning of college-level (grade 12 or above) words in context.
- Summarize and describe the elements of plot, theme, and character found in one or more single-author text (200 pages minimum).
- Demonstrate knowledge of critical reading skills by distinguishing differences among factual, inferential, and judgmental statements; identifying and evaluating arguments and their support; separating the author's thesis from the reader's opinion; evaluating political and commercial bias and persuasive techniques; applying fallacies and/or critical questions to reading; and analyzing and evaluating articles.

Note: If English is your second language, I suggest that you get a tutor immediately. Please talk to me if you need special help with this class.

**English 019 Calendar McNeece Summer 13 (Subject to Change)**

	Date	Discuss	Activity	Quizzes
First Week May 20-24	Mon 1	Syllabus Pre-viewing Texts Variety of Reading Skills	Aplia registration and diagnostic Introductions  How to Use Blackboard  How to use IVC student email	
	Tues 2	<i>INFLUENCE</i> Chapter 1  <i>Crossings</i>	Cornell Note-taking Study Skills Dictionary Skills – words in context	
	Wed 3	<i>Crossings</i>  <i>INFLUENCE</i> 2 Main Ideas	Note-taking Study Skills Dictionary Skills General-Specific Sentences	<i>INFLUENCE</i> Chapter 1 p17
	Thurs 4	<i>Crossings</i>  <i>INFLUENCE</i> Chapter 2 Main Ideas	Phonics Testing in Reading Lab  Vocabulary practice	

	Fri 5	<i>Crossings</i> <i>INFLUENCE</i> Chapter 2 Supporting Details, Mapping, Outlining	General-Specific Sentences Vocabulary Practice	Crossing 1-4 p55
Second Week May 28-31	Mon	<i>Memorial Day Holiday</i>	<i>Memorial Day Holiday</i>	<i>Memorial Day Holiday</i>
	Tues 6	<i>Crossings</i> <i>INFLUENCE</i> Chapter 3 Implied Main Ideas	Logical Fallacies worksheet Implied Main Ideas worksheet	<i>INFLUENCE</i> Chapter 2 p. 50
	Wed 7	<i>Crossings</i> <i>INFLUENCE</i> Implied Main Ideas	Logical Fallacies Implied Main Ideas	
	Thurs 8	Facts v. opinion <i>Crossings</i> <i>INFLUENCE</i>	Logical Fallacies What is an editorial & what is news?	
	Fri 9	<i>INFLUENCE</i> <i>Crossings</i> Facts v. Opinion	Logical Fallacies Practice Quiz	Crossings 5-8
Third Week June 3-7	Mon 10	<i>INFLUENCE</i> <i>Crossings</i> <i>Inferences</i>	Greek and Latin Roots	Fallacies Quiz
	Tues 11	<i>INFLUENCE</i> <i>Crossings</i> <i>Inferences</i>	Greek and Latin Roots	<i>INFLUENCE</i> chapter 3 p. 96
	Wed 12	<i>INFLUENCE</i> <i>Crossings</i> Transition Words	Greek and Latin Roots	Greek & Latin Roots Quiz
	Thurs 13	<i>INFLUENCE</i> <i>Crossings</i> Transition words	Values Exercise Jigsaw reading exercise The political spectrum of values	<i>Crossings Chapters 9-12</i>

	Frid 14	<b>INFLUENCE</b> <i>Crossings</i> Transition words	Patterns of Organization	<i>INFLUENCE</i> Chapter 4 p 140
Fourth Week June 10-14	Mon 15	<b>INFLUENCE</b>	Patterns of Organization	
	Tues 16	<b>INFLUENCE</b> <i>Crossings</i>	Purpose and Bias	<i>Crossings</i> Chapters 13-16 212
	Wed 17	<b>INFLUENCE</b> <i>Crossings</i>	Purpose and Bias	<i>INFLUENCE</i> Chapter 5 p 173
	Thurs 18	<b>INFLUENCE</b> <i>Crossings</i>	Dictionary Skills Review Parts of Speech-Etymology	
	Fri 19	<i>Crossings</i> <b>INFLUENCE</b> Analogies	Words in Context Practice	<i>Crossings</i> 17-19
Fifth Week June 17-20	Mon 20	<i>Crossings</i> <b>INFLUENCE</b> Analogies	Study Skills Review Analogy writing exercise	<i>INFLUENCE</i> Chapter 6
	Tues 21	<b>INFLUENCE</b> <i>Crossings</i>	Student presentations	<i>Crossings</i> 20-23
	Wed 22	<b>INFLUENCE</b>	Student presentations	
	Thurs 23	<b>INFLUENCE</b>	Student presentations daily	Final Exam <i>INFLUENCE</i> Chapter 7 Aplia Skills