Welcome to Reading 111 Analytical and Critical Reading

I am so looking forward to sharing the semester with you!

Basic Course Information

Semester:	**Fall 2025**	Instructor Name:	**Dr. Cynthia J. Spence**
Course Title & #:	Reading 111 – Analytical and Critical Reading	Email:	**cynthia.spence@imperial.edu**
CRN #:	11093	Webpage:	**None**
Classroom:	**Fully Online**	Office #:	#2786
Semester Dates:	**August 11th – December 6th**	Office Hours:	Online office hours are Wednesdays 4:00 p.m. to 6:00 and Fridays 2:00 p.m. to 4:00 p.m. via email
Class Days:	**Fully online**	Office Phone #:	#760-355-5702 – My classes are online this semester; phone calls are not a recommended point of contact.
Class Times:	Asynchronous Online: Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one-week time frame. Assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.	Type of Class:	This course is designed to help students remember, understand, apply, analyze, and evaluate what they read.
Units:	3	Emergency Contact:	**cynthia.spence@imperial.edu**

Course Description

This course is designed to help adequate readers become superior readers. Recommended for college transfer students who wish to develop the critical reading and thinking skills necessary for all types of college level reading. Includes substantial practice in analysis and criticism of opposing stands on perennial social issues. (Formerly ENGL 111) (CSU)

Course Prerequisite(s) and/or Corequisite(s)

ENGL 105 or ENGL 110 and READ 019 with a grade of "C" or better or appropriate placement.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:
1. Identify the three main persuasive appeals in selective texts.
2. Show growth in the ability to distinguish and identify word meanings appropriate to the college -transfer level.
3. Identify persuasive techniques in print or visual or aural media.
4. Identify, analyze, and critique inference and its effects.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Locate, paraphrase, and outline the main idea and supporting details of expository prose.
2. Demonstrate the ability to take accurate notes from textbooks.
3. Identify patterns of development in expository prose.
4. Accurately analyze and criticize both inductive and deductive arguments.
5. Recognize and identify common fallacies in argumentation.
6. Demonstrate an ability to criticize argumentation by identifying hidden premises and assumed values in argumentation.
7. Show an understanding of techniques used to persuade.
8. Develop speed and a flexibility of reading skills appropriate to university demands.
9. Show growth in the ability to distinguish and identify word meanings.

Textbooks & Other Resources or Links

This is a ZTC/OER Course -Zero Textbook Cost/Online Educational Resources
All reading materials are provided free on Canvas
Free Course Textbooks

Campbell, Rebecca. *Noteworthy: Reading Strategies in Practice.* University of Arizona, 2025
Winer, Gabriel, and Elizabeth Wadell. *Reading, Writing, Research, and Reasoning.* Berkley City College, 2022, https://commons.libretexts.org/book/human-123843

Course Requirements and Instructional Methods

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement. Reading 111 a 3-unit college level reading class. This means students should expect to spend three hours a week in our Canvas shell and six hours a week outside of the Canvas shell reading, studying, researching, and writing.

Course Grading Based on Course Objectives

Grading Scale: 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A
I do not round point totals up or down

Check-in Discussion Thread Due August 17th by 11:59 p.m. or you will be dropped from the course.	1 X 20	20
Remember, Understand, Apply, Analyze, Evaluate, Create Assignment	13 X 35	455
Discussion Threads	13 X 25	325
Reader Response Essay	1 X 50	50
"Who I Am" Essay	1 X 50	50
Research Essay	1 X 100	100
Point Total for the Course		1000

I have designed the course in the student's favor, I tend to grade in the student's favor, and I offer several extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

Course Policies

Attendance:
- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. The "Check-in Discussion Post" **must be completed by Sunday August 17th** or you will be dropped from the course.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:
- Student submission of an academic assignment
- Student submission of an exam
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor.
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is <u>NOT</u> adequate to demonstrate academic attendance by the student.

- During the semester, students must submit assignments to Canvas to continue their enrollment. Students who do not submit any assignments within a two-week period, will be dropped from the course.

Academic Honesty (Artificial Intelligence -AI)
IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our

mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Academic Honesty There are many different forms of academic dishonesty. The following examples of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- <u>Plagiarism</u> is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Asking someone else to write your essay or using an essay writing service is a **serious academic honesty infraction**.
- <u>Cheating</u> is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero "0" on the exam, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

Anyone who **allows another student to copy** discussion threads, summaries, or essays will also receive a "0" on the assignment – **enabling another student to cheat is also cheating.** Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can't be submitted in this class for a grade.

Artificial Intelligence Policy: To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are **not permitted to submit text that is generated by artificial intelligence (AI)** systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, **but text that is submitted must be written by the student.** For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification."

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act

(ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through DSPS, contact them for additional assistance. We are here to support you and ensure that you have equal access to all course materials.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Makings SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

The Assignment Calendar is Subject to Change, Changes Will Be Announced

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays
Week One – August 11th *Noteworthy: Reading Strategies in Practice* Chapter 1.1: Reading Strategies page 7 Types of College Reading Materials page 8 Purpose of Academic Reading page 9 Strategies for Academic Reading pages 10-13 Reading Strategies for Online Resources page 14 Vocabulary-Building Techniques page 14	**Check-in Discussion Post One – must be completed by Sunday August 17th or you will be dropped from the course.** (20 points)
Week Two –August 18th *Noteworthy: Reading Strategies in Practice* Chapter 1.2: Research and Critical Reading page 16 What Kind of Reader Are You? pages 17-18 Key Features of Critical Reading page 19	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points)
Week Three – August 25th *Noteworthy: Reading Strategies in Practice* Chapter 1.3: Annotations Definition and Purpose page 20 Reasons to Annotate page 20 What to Annotate page 21 How to Annotate page 22-23 Key Terms page 24	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points)

Week Four – September 1st *Noteworthy: Reading Strategies in Practice* Chapter 2 Chapter Foundation pages 27-28 Chapter 2.1: Research and Critical Reading, Texts Present Ideas, Not Absolute Truths page 31 Reading Is a Rhetorical Act pages 31-32 Active Readers Look for Connections Between Texts pages 33-35	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points)
Week Five – September 8th *Noteworthy: Reading Strategies in Practice* Chapter Reading 2.2: What's That Supposed to Mean? Using Feedback on Your Writing page 35 Typical Challenges pages 36-41 Recommendations page 42-43 Student Revision Examples pages 44-50 Conclusion page 51 Key Terms page 52	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points)
Week Six – September 15th *Noteworthy: Reading Strategies in Practice* Chapter 3 Reading Narrative Texts 53-55 Chapter 3.1: Storytelling, Narration, and the "Who I Am" Story pages 57-58 Narrative Theory pages 59-62 Starting the "Who I Am" Story page 63-65 Looking Forward: Storytelling in the Professional World pages 66-67 Chapter Wrap-Up page 68 Key Terms pages 69-70	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points) • "Who I Am" Essay (50 points)
Week Seven – September 22nd *Noteworthy: Reading Strategies in Practice* Chapter 4 Reading Academic Texts 71-72 Chapter 4.1: An Overview of Academic Articles page 73 Identifying the Parts of an Academic Article page 73 Reading Academic Articles page 74	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points)
Week Eight – *Noteworthy: Reading Strategies in Practice* Chapter 4.2 Strategies for Reading Scholarly Sources page 75 If at First You Fall Asleep. . . pages 75-76 Joining the Conversation page 77 Strategies for Rhetorical Reading pages 78-81 Putting It All Together page 82	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points)

Chapter Wrap-Up page 83 Key Terms page 83	
Week Nine – October 6th *Noteworthy: Reading Strategies in Practice* Chapter 5 The Reading−Writing Connection page 85-87 Chapter 5.1: Research and Critical Reading page 88 From Reading to Writing page 88 Critical Readers Understand the Difference Between Reacting and Responding to a Text page 88 Critical Readers Resist Oversimplified Binary Responses page 89 Two Sample Student Responses pages 90-91 Critical Readers Do Not Read Alone and In Silence page 92 Strategies for Connecting Reading and Writing page 93 One Critical Reader's Path to Creating a Meaning: A Case Study pages 95-97 Advice for Critical Readers page 98	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points) • Reader Response Essay (50 points)
Week Ten – October 13th *Noteworthy: Reading Strategies in Practice* Chapter 5.2: So You've Got a Writing Assignment. Now What? page 99 Guidelines for Interpreting Writing Assignments pages 100-110 Key Terms page 111	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points)
Week Eleven – October 20th *Reading, Writing, Research, and Reasoning* Chapter 1- Reading is a complex process. We will look at ways to engage with texts through readings on the topic of immigration. 1.2: Sample Reading Response Journal- an Undocumented Teacher's Story 1.7: Finding Ethos, Pathos, and Logos 1.10: Dealing with Unfamiliar Vocabulary 1.11: Language Toolkit	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points)
Week Twelve – October 27th *Reading, Writing, Research, and Reasoning* Chapter 2 - Academic essays have a specific style. We will explore how to organize an essay and how to make your sentences and paragraphs connect while exploring the topics of bias and stereotypes. 2.2 Sample Student Summary/Response Essay- Stereotype Threat 2.3: Writing a Thesis Statement 2.4: Essay Introductions 2.5: Writing Body Paragraphs 2.6: Writing a Conclusion Paragraph	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points)

2.7: Cohesion and Transition Words 2.12: Creating Cohesion between Paragraphs	
Week Thirteen – November 3ʳᵈ ***Reading, Writing, Research, and Reasoning*** Chapter 3 - Much of the writing you do in college and university is research writing. In this chapter, we will look at what research is and how to do it, while exploring the topic of immigration. 3.3: Purpose of Research Writing 3.4: Research Process 3.5: Finding Your Topic and Research Question 3.7: Evaluating Your Sources 3.8: Reading Academic Articles for Research	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points)
Week Fourteen – November 10ᵗʰ Research Essay Lecture	• Remember, Understand, Apply, Analyze, Evaluate, Create Assignment (35 points) • Discussion Thread (25 points)
Week Fifteen – November 17ᵗʰ No new instruction – focus on completing the essay and any outstanding assignments	• Research Essay Due (100 points)
Thanksgiving Week – No Class	No new assignments
Week Sixteen – December 1ˢᵗ No new instruction – focus on completing the essays and any outstanding assignments	Submit any late assignments by Saturday December 6ᵗʰ by 11:59 p.m.