



English 019

McNeece Spring 2013

Reading II: Intermediate Development 4.0 units

CRN 20578 MW 9:45 am - 11:50 am room 2733
CRN 20587 MW 12:40 pm - 2:45 pm room 2731
CRN 20602 TTr 9:45 am - 11:50 am room 514

My office: #406 Phone: 355-6438 Leave your name and phone number if I don't answer.
email: brian.mcneece@imperial.edu Office Hours: M-Th 8:30-9:30 am M 6-6:30 pm.

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 materials:

- *Wet Desert* by Gary Hansen. ISBN-13: 978-0979352102 This is a novel about an eco-terrorist who blows up Glen Canyon Dam and the man trying to catch him. It's a fast paced story that will also teach you how we get water in the Imperial Valley from the Colorado River. (\$16)
- *The Undercover Economist* by Tim Harford. ISBN 978-019992651 New Edition Hardcover. \$28 This is a book to help you think critically about how companies like Vons and Starbucks market their product and make money. It reveals many things about how companies try to get more of your money.
- An online log-in code. \$35-\$50
- Any small dictionary. I recommend the *American Heritage*.
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Grading: This grading rubric is subject to change based on students' learning

1. Preparedness (ready with homework)	100 points
2. <i>Wet Desert</i> quizzes (3 @50 pts)	150 points
3. <i>Undercover Economist</i> quizzes	300 points
4. Presentation based on Reading	50 points
5. Test on Fallacies	50 points
6. Reading laboratory	100 points
7. Final exam (Fiction, Non-Fiction Critical Thinking)	250 points
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. ***Wet Desert* and *Undercover Economist*:** 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 *Wet Desert* is about the Colorado River, a student might choose to do a presentation on Hoover Dam or on the Yuma De-

salting plant. 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. Reading Laboratory: The Reading Laboratory is organized in two-week periods. You will have two weeks to complete a specific assignment. If you do not finish the assignment in the two weeks, you won't earn credit for that two-week period. **If you are found to cheat in the Reading Lab, you will be given an F for the class.**

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 include two readings: non-fiction and fiction. 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: Students who misses the first class will be dropped to make room for more serious students. If you miss two weeks of class, it's clear that you're not engaged in the class and you may be dropped. Please make arrangements with the instructor or a fellow student to keep up with all assignments in case you cannot attend a class session for any reason. If you decide not to continue with the class, you need to drop yourself to avoid getting an F.

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.

English 019 Spring 2013 Tentative Calendar (Subject to Change)

Date	Discussion-Activity	Quizzes
Week 1 Jan 14-17	Study Skills Buy books; Buy dictionary Student Survey <i>Undercover Economist</i> chapter 1	
Week 2 Jan 21-24 Jan 21 is Holiday	<i>Undercover Economist</i> chapter 1 Tour of Reading Laboratory Learn to use e-mail and Blackboard online. Main Ideas- Implied Main Ideas <i>Wet Desert</i> (students develop vocabulary portion of test)	<i>Undercover Economist</i> test after every two chapters.
Week 3 Jan 28-31	<i>Undercover Economist</i> chapter 2 <i>Wet Desert</i> (students develop vocabulary portion of test) Discussion of current events Implied Main Ideas Supporting Details	<i>Undercover Economist</i> test after every two chapters.
Week 4 Feb 4-7	<i>Undercover Economist</i> chapter 2 <i>Wet Desert</i> (students develop vocabulary portion of test) Implied Main Ideas Supporting Details	<i>Undercover Economist Test</i> Chapters 1- 2
Week 5 Feb 11-14	<i>Undercover Economist</i> chapter 3 <i>Wet Desert</i> Idea Relationships—Transitional Words and Phrases Logical Fallacies	<i>Undercover Economist</i> test after every two chapters. <i>Wet Desert</i> test 1
Week 6 Feb 18-21 Feb 18 is a holiday	<i>Undercover Economist</i> chapter 3 <i>Wet Desert</i> Idea Relationships—Transitional Words and Phrases Logical Fallacies	<i>Undercover Economist</i> test after every two chapters.
Week 7 Feb 25-28	<i>Undercover Economist</i> chapter 4 <i>Wet Desert</i> Logical Fallacies	Test on Fallacies
Week 8 Mar 4-7	<i>Undercover Economist</i> chapter 5 <i>Wet Desert</i> Idea Relationships—Transitional Words and Phrases	<i>Undercover Economist</i> test chapter 3-4

Week 9 Mar 11-14	Undercover Economist Chapter 5 <i>Wet Desert</i> Inferences	<i>Undercover Economist</i> test chapter
Week 10 Mar 18-21	<i>Undercover Economist</i> chapter 6 <i>Wet Desert</i> Purpose and Tone	<i>Undercover Economist</i> Chapter 5-6 <i>Wet Desert</i> Test 2
Week 11 Mar 25-28	<i>Undercover Economist</i> chapter 7 <i>Wet Desert</i> Argument and Fallacies	
	<i>Spring Break</i> April 1-5	
Week 12 Apr 8-11	<i>Undercover Economist</i> chapter 8 <i>Wet Desert</i> Argument and Fallacies	
Week 13 Apr 15-18	<i>Undercover Economist</i> chapter 9 <i>Wet Desert</i> Critical Reading	<i>Undercover Economist</i> Test Chapter 7-8
Week 14 Apr 22-25	<i>Undercover Economist</i> chapter 10 <i>Wet Desert</i> Student Presentations Critical Reading	<i>Wet Desert</i> Test 3
Week 15 Apr 29- May 2	Student Presentations <i>Skills Review</i>	<i>Undercover Economist</i> test chapter 9-10
Week 16 May 6-9	Final Examination Fiction, Non-Fiction Test, and Critical Thinking Test	Final Examination

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