

**READ 0301-C271: Basic Reading and Writing
Course Syllabus**

Course title: REA 0301-C271 Basic Reading and Writing

Semester: Fall 2020 (Monday/Wednesday)

Location: Lubbock Center, Room 130

Instructor: Brenda Gipson

Contact info: bgipson@southplainscollege.edu

Communication is of the highest importance, and I'll be contacting you. Please check your SPC student email every day; I'll be emailing frequent and you want to be sure you have all the information you need to be successful in this course!

Textbook:

Kanar, Carol C. *The Reader's Corner Expanding Perspectives Through Reading*, 5th Edition. ISBN 978-1-285-43044-7

Required materials:

- Textbook
- Black or Blue Ballpoint ink
- Notebook paper
- Folder
- Spiral Notebook

Course description: 3:3:0

A review of grammar, sentence structure, punctuation, and words often confused. Preparation for college—level reading and studying, including vocabulary development, understanding of main ideas, implied main ideas, details, identifying the author's purpose, point of view and intended meaning, analyzing relationships, critical reasoning for evaluation and study skills. Credit will not satisfy developmental reading requirements but will satisfy developmental reading requirements for TSI purposes.

Course purpose:

The purpose of this course is to provide opportunities and incentives for you to read: addressing students' individual skill deficiencies in reading as determined by TSI assessment, helping students gain reading experiences and skills. Preparing students to succeed with the reading requirements of the college curriculum.

Course philosophy:

All students will have confidence in reading and writing skills. Provide students with the opportunity to develop knowledge, skills and attitudes that will lead to academic success in courses with college – level reading and writing assignments.

Student Learning Outcomes:

Upon successful completion of this course, the student should be able to demonstrate collegiate reading skills. Students will...

- Be able to locate topics, main ideas and supporting Details in a passage;
- Comprehend and use vocabulary effectively in oral communication, reading and writing;
- Understand the author's purpose and recognize organizational patterns;
- Locate explicit textual information, draw inferences, and describe, analyze, and evaluate the information within and across multiple texts of various lengths;
- Analyze, describe and evaluate information within and across a range of texts;

Grading scale: Your grade will be determined by the following

Assignments = 50%

Attendance and Participation = 50%

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

The grade you earn in READ 0301 will be the same grade awarded for the 1-credit EDUC 1100 component of the course.

Your grade will be based on the following percentages:

Daily classwork/Participation / Class Discussion/Attendance	10%		
Quizzes & Paper Assignments	25%		
Homework (exercises, graded practice, active reading)	25%		
Exams (4X10% each)	40%		

The grades you receive on your assignments, quizzes and exams are indicators of your progress toward college-level reading and college success. Students will be asked to keep an ongoing record of these grades.

- **Major exams may not be made up.**
- **Quizzes may not be made up; however, the student may drop the lowest quiz grade**

Missed or late assignments:

Late or missed assignments will not be accepted. It is not fair to the other students. If you must miss class, send in your assignment early to the instructor as an email attachment.

bgipson@southplainscollege.edu

Attendance policy:

Students are expected to attend ALL class meetings. Attending class means being physically and mentally **present and aware** in class. **If you sleep in class, you will be marked absent, and you may be asked to leave the class.** If you have questions about an absence, please see the instructor. Absences will affect your grade in this course. I tend to drop students if they do not attend. If you have excessive absences, I will try to contact you. If you have excessive absences and you do not respond to my attempts to contact you, **you will receive an F in the course.** **Participation means active engagement.**

- Two tardies will be considered equivalent to one absence.
- If you arrive late, please inform the instructor immediately after class has ended that you were present. Failure to do so may result in your being marked absent for that class.

- It is expected that you will take care of any personal items prior to class. During an exam or quiz, if you leave to use the restroom, you will not be allowed back in, as this is disruptive to others in class:
 - Only in extreme emergencies will a student be allowed to leave and come back in during any type of testing situation. They will be asked to leave their things (e.g., cellphone) in the classroom.
- Students *may* be dropped after their 4th absence from class, including tardies that count as absences.
- Students dropped by the instructor will be dropped with the grade of “F” or “W” depending on the student’s current overall grade in the course at the time of administrative drop.

Academic integrity:

It is the aim of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present assignments which he or she has not honestly performed is regarded as a serious offense. If another student has provided the work, that student is equally at fault. Offenders are liable to the consequences for cheating and plagiarism as described in the SPC catalog in sections “Academic Integrity” and Student Conduct.” Consequences can range from an F in the course to suspension from the college. Do not, under any circumstances, turn in another student’s work as your own. Do not, under any circumstances, give your work to anyone else to turn in as his/her own. Both situations are representative of academic dishonesty and will be treated as such.

Diversity statement:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as should and can be.

Students with Disabilities Statement:

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in class must notify the Special Services Office early in the semester so that appropriate arrangements can be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services, Dawn Valles. For more information, call or visit the Special Services Office at the Reese Center in Building 8, Room 809 and 811. (806)716 – 4675.

Campus Concealed Carry Statement:

Campus Concealed Carry – Texas Senate Bill – 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at (806)716 – 2396 or 9 – 1 – 1.

READ C301.271
Fall Syllabus 2020
Monday /Wednesday (August 24, 2020 – December 7, 2020)

Monday (August 24, 2020)

Introduction to Reading

- What is Reading?

Lecture: Developing the Reading Process

What happens: Before

During

After

Discussion on whether you are an Active Reader or a Passive Reader

Wednesday (August 26, 2020)

Discuss the Syllabus

Lecture:

Reading and Writing Connections

- Misconceptions and Realities about Reading
- Reading Actively

Take Nelson Denny Test

Monday (August 31, 2020)

Return results to students of the Nelson Denny.

Lecture on Topics: What is the Topic

- Introduction of topics
- Discussion on how to find a topic inside a sentence, paragraph
- Look for a phrase that tells you the topic of what the whole sentence is about
- Do an exercise of finding topics

Homework

Exercise 1.1 What is the Topic?

Read:

“Jackie Robinson” Henry Aaron pages 46-51

“ America Means “Equality, Freedom and Opportunity” Lamees Hanna pages 52 - 56

Wednesday (September 2, 2020)

Lecture on Topics

- Introduce short phrase that tells you what the whole paragraph is about.
- Longer section, students will be able to underline a word or a short phrase that tells you what the whole selection is about.
- Do exercise over what was discuss today.

Homework:

Exercise 1.2 Find the Topic in a Paragraph

Exercise 1.2 Find the Topic in a Title

Read:

“The Ritual of Fast Food” Margaret Visser pages 57 – 62

“Put it Down” Alexia Elejalde - Rutz pages 63 - 68

Monday (September 7, 2020)

LABOR DAY HOLIDAY

Wednesday (September 9, 2020)

Lecture: Main Idea: What is the Main Idea of a paragraph

- Definition of Main Idea
- Discuss the two types of Main Idea (stated and implied)
- After discussing the two types do exercises for both state and implied

Homework:

Exercise 1.3: The Central Idea of a Longer Selection

Exercise 1.4 Find the Most General Sentence

Exercise 1.6 Find Implied Main Ideas

Read:

“My Spanish Standoff” Gabriella Kuntz pages 69-74

“The Good Daughter” Caroline Hwang pages 75-80

Monday (September 14, 2020)

Lecture: Main Idea

- How to Find the Main Idea of a Passage
- Identify the topic
- Summarize the passage in your own words
- Check the first and last sentences
- Look for repetition of ideas

Homework

Exercise: 1.7 Finding the Most General Sentence in a paragraph

Read:

“Rejecting Feminism Makes No Sense” Leonard Pitts pages 81 - 85

“The American Dream” Martin C. Jischke pages 86 - 91

Wednesday (September 16, 2020)

Lecture: Main Idea (Will do activities together)

- Read each paragraph again and again to be able to underline the sentence that states the main idea.
- Find and underline a sentence that states both the topic and the author’s comment about it.
- To find the implied main idea, first read the paragraph carefully. Then determine the topic and the author’s comment on the topic.

- The students will be able to read each paragraph. If the main idea is stated, underline it. If the main idea is implied, the student will be able to write their own statement of the main idea.

Homework:

Students will be given homework over main ideas. Turn in the next class period.

Exercise 1.7 Find Implied Main Ideas in Paragraphs

Read:

“Looking for the Gulf Motel” Richard Bianco pages 92 – 96

“Americans in the First Decade of the New Millennium” Mary Beth Morton, Carol Sheriff, David W. Blight, Howard P. Chudacoff, Fredrik Logevall, and Beth Bailey pages 97 – 107.

TEST # 1

Monday (September 21, 2020)

Lecture: Identify the Supporting Details pgs. 16 – 22

- Two types of supporting details (Major and Minor)
- What are Supporting Details
- Distinguish Between Main Idea and Details
- Identify Supporting Details in Paragraphs
- How to make outlines

Homework:

Exercise 1.10 Distinguish Between Main Idea and Details

Exercise 1.11 Identify Supporting Details in Paragraphs

Read:

“The Sirens of the Pentagon Kathleen Parker pages 108 – 112

“From Women in Combat to Top Brass” Jena McGregor

Wednesday (September 23, 2020)

Lecture: Determine an Author’s Purpose pgs. 22 – 26

- Understanding the Author’s Purpose
- Distinguishing Among the Three Purposes
- Finding the Author’s Purpose in a Textbook Chapter

Homework:

Exercise 1.12 Distinguishing Among the three purposes

Exercise 1.13 Finding the Author’s Purpose in a Textbook Chapter

Read:

“I saw Anne Frank Die” Irma Sonnrenberg Menkel pages 120 – 124

“Back to School” Tom Bodett pages 125 – 130

Monday (September 28, 2020)

Lecture: Look for an Organizational Pattern pgs. 26 – 32

- Discussion of Organizational Patterns
 - Generalization, Then Example
 - Sequence/Process

- Comparison/Contrast
- Division/Classification
- Cause/Effect
- Definition

Homework:

Exercise 1.14 Identify Organizational Patterns

Read:

“How I Quit Smoking , If I Really Did” Helen Parramore pages 131 – 135

“The Boy Who Sees with Sound” Alex Treniowski pages 136 - 141

Wednesday (September 30, 2020)

Lecture: Look for an Organizational Pattern pgs. 26 – 32

- Pass out a chart of transition words
- Practice finding which pattern you are working with

Homework:

Work on Exercise 1.15 identifying the Organizational Pattern

Read:

“Math vs. English Ann-Marie Paulin pages 142 -147

“American Stand Defiant with Boston” Leonard Pitts, Jr. pages 148 - 153

Monday October 5, 2020

Lecture: Making Inferences from Stated Details pgs. 32 - 34

- Valid Inferences
- Invalid Inferences

Homework:

Exercise 1.16 Making Inferences

Read:

“‘Liberal’ Label Doesn’t Begin to Describe Who People Are” Connie Schultz pages 153 – 157

“Dear Service Provider: I’m Gay, Amy Raina pages 158 – 162

Wednesday October 7, 2020

Lecture: Making Inferences from Stated Details pgs. 32 – 34

Read paragraphs and determine inferences

Homework:

Exercise 1.17 Making Inferences

Read:

“From *The Grapes of Wrath*” John Steinbeck pages 163 – 167

“What Causes Speech Anxiety?” Stephanie J. Coopman and James Lull

Monday October 12, 2020

Lecture: Vocabulary (Unfamiliar Words in Context) pgs. 35 - 39

- What are Context Clues

- Definition Clue
- Example Clue
- Contrast clue
- Experience Clue

Homework:

Exercise 1.18 Define Words in Context: Definition and Example Clues

Exercise 1.19 Define Words in Context: Contrast and Experience Clues

Read:

“Race and the Gun Debate” Juan Williams pages 176 – 180

“A Peaceful Woman Explains Why She Carries a Gun” Linda M. Hasselstrom pages 181 - 189

MID-TERM TEST

Wednesday October 14, 2020

Lecture: Root Word/ Prefixes/Suffixes

- Define root word
- Understand the function of root words, prefixes and suffixes.
- Create new words by adding prefixes and suffixes to root words.
- Increase vocabulary understanding by applying prefix and suffix knowledge.

Homework:

Exercise 1.20 Using Word Parts Clues with Context Clues

Read:

“Have Today’s Schools Failed Male Students.” pages 190 – 195

“Ask New Questions about Domestic Violence” pages 196 - 200

Monday October 19, 2020

Lecture: Synonyms, Antonyms, Homonyms

- Define synonym, antonym, homonym
- Identify synonym, antonym, homonym
- Demonstrate their understanding of synonym, antonym, homonym

Homework:

Will be given a skill sheet with synonym, antonym, homonym

Read:

“Black and Middle Class: Both a Victim of Racial Profiling—and a Practitioner” Steven A. Holmes pages 201-206

“The Road Not Taken” Robert Frost pages 207 -210

Wednesday October 21, 2020

Lecture: How to read a graphic with understanding, determine its purpose.

- Key words or clues you find in the title and the caption
- Key words or clues you find in the title and in the caption will help you answer question: What am I expected to know?

Homework:

Exercise 1.21 Reading Textbook Graphics

Read:

“College Students Who Binge Drink Say They’re Happier” Alan Mozes pages 211 – 215

“Climate Change the Big Questions” Bryan Walsh pages 216 – 222

Monday October 26, 2020

Lecture: How to read a graphic with understanding, determine its purpose

- To discover the relationship among ideas, determine the graphic’s type.
- To read a diagram, pie chart, bar graph, line graph, tables photographs

Homework:

A worksheet with all types of graphics for students to do will be passed out for homework.

Read:

“Does a Raunchy Culture Produce Raunchy Kids?” Stephen Chapman pages 223 - 227

“Snapshots of a Disposable Culture” Peter Funt pages 228 – 232

Wednesday October 28, 2020

Lecture: Students will be able to Evaluate What You Read

Apply these standards for evaluating Online Sources

- Authority
- Coverage
- Domains
- Currency

Read:

“Prejudice and Stereotypes” Douglas A. Bernstein pages 233 – 240

“Divorce and Its Effects on Children” Kelvin L. Seifert and Robert J. Hoffnung pages 241 – 248

TEST # 3

Monday November 2, 2020

Lecture: Students will be able to Evaluate What You Read

Apply these standards for evaluating Online Sources

- Links
- Documentation
- Style

Read:

“Boy Scouts Should Not Backtrack on its Values” Matthew Staver pages 249 -253

“Embracing Gays Would Be Boy Scouts’ Good Deed” Brigid Noonan pages 25 258

Wednesday November 4, 2020

Lecture: Strategies for Reading in a Digital Age

Technology has changed our lives in many ways

- Parents and grandparents did not have laptops, iPads, and cell phones
- They had to do all their research in libraries and all their writing by hand or on a typewriter

- Technology advantages and disadvantages

Homework:

Write a one page paper telling the advantages and disadvantages of technology

Read:

“A Year of African Life Opened My Eyes” Joann Hornak pages 260-264

“The Truth about Online Dating” Robert Epstein pages 265-274

Monday November 9, 2020

Lecture: Strategies for Reading in a Digital Age

- Texting
- Tweeting
- Looking at Facebook
- Surfing the Web

Homework:

Write a two paged paper over one of the strategies written above

Read:

“You’re What? Research Chef?” Olivia Crosby pages 274 – 279

“I Hear America Singing” pages 280 – 283

Wednesday November 11, 2020

Lecture: Learning Styles

- Visual Learners
- Auditory Learners
- Kinesthetic Learners
- Reading/Writing Learners

Homework:

What type of learning style do you have? Write a one page paper

Read:

“Foul Language Could Be a Curse on Your Career” Jacqueline Fitzgerald pages 284-288

“Bloggers and Webcomic Artists: Careers in Online Creativity” Drew Liming pages 289 – 296

Monday November 16, 2020

Lecture: Study Strategies

Homework:

Make a list of ways to be very successful in your classwork. How do you study?

Read:

“The Campus Tsunami” David Brooks pages 297 -301

“Home-Work Paradox Persists” Shankar Vedantam pages 302-306

Wednesday November 18, 2020

Lecture: Multiple Intelligences

- Linguistic Intelligence
- Spatial Intelligence
- Bodily – Kinesthetic intelligence

- Musical Intelligence
- Interpersonal intelligence
- Intrapersonal intelligence
- Naturalistic intelligence

Read:

“Barriers to Communication” Scot Ober pages 307 – 315

“Academic Professionalism vs. Academic Dishonesty” Joel English pages 316- 325

Monday November 23, 2020

Lecture: Facts and Opinions

- Categorize details as either facts or opinions.
- To explain why they categorized each detail.
- Evaluate information for fact, opinion, point of view and bias.

Homework:

Will do an exercise over fact, opinion, fact and opinion

Read:

“ Academic Professionalism vs. Academic Dishonesty” Joel English pages 316 – 325

Monday November 30, 2020

Lecture: Test Taking Tips

- Before the Test Tips
- Multiple Choice Test Tips
- During the Test Strategies

Read:

“Friends Indeed?” Joel Garreau pages 326 – 333

Wednesday December 2, 2020

Lecture: Test Taking Tips

- True/False Test Tips
- Essay Exam Tips
- Short Answer Test Tips

Read:

“Electronic Intimacy” Christine Rosen pages 334 - 341

Monday December 7 – 11, 2020

FINAL EXAMINATION