



ENG-097W-WN105:

Time & Place:

Prerequisites:

Academic Reading

Mondays and Wednesdays, 8-9:25 am, Room S035, Main Campus

READING LEVEL 2. Designed for those who are good readers but who still need to make improvements in reading, vocabulary, and critical thinking to become successful and independent college students. Provides instruction and practice in study-reading college level texts; opportunities for self-selected research, reading and sharing of information; and the chance to select and read imaginative materials for pleasure and increased self-confidence as a reader.

Instructor:

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See course eLearning page

Office Hours:

By appointment AND:

Mondays from 10-11 am

Tuesdays from 9-11 am

Wednesdays from 10-11 am

Thursdays from 4:30-5:30 pm

*"Reading is a basic tool in the living of a good life."*

*~ Joseph Addison*

Welcome to English 097, a class devoted to the practice of reading. We read every day: at home, at the supermarket, at work, at school, etc. The better we read, the wiser the choices we can make to live full, rich lives.

Today's employers require workers with high levels of reading skill; we have a "knowledge economy," and you need to be ready for it. I look forward to getting to know you!

Throughout the term, we are going to explore different methods for improving your reading. There are definite, specific strategies you can try in order to become a stronger reader and to enjoy reading more.

One set of these strategies involves asking questions. Questions are so powerful, in fact, that I'm making them a theme of our course. Asking questions as you read a text is like using a Swiss army knife on it—it helps you to do all kinds of things!

- *Required Materials*

Books:

1. *An Introduction to Critical Reading* by Leah McCraney.
2. Either *Water for Elephants* by Sara Gruen or *A Gate at the Stairs* by Lorrie Moore.

These books are available from the Delta College Bookstore and from online stores. Please buy them as soon as you can, and please get the exact versions listed.

*An Introduction to Critical Reading* is an anthology, which means it is a collection of works by different authors. They represent the kinds of reading you can expect to do in ENG 111, ENG 112, and beyond. *Water for Elephants* and *A Gate at the Stairs* are novels. You will pick one of these to read over the course of the term, and we will discuss them in class.

Computing:

- A consistent, reliable Internet connection.
- Access to eLearning (D2L) and your Delta e-mail account.
- Means of printing your written work and class handouts.
- Two places to save your written work (PC, flash drive, and/or web-based e-mail).

Check your Delta e-mail and eLearning daily. Should you have any trouble accessing eLearning or your e-mail, contact the e-Learning department: [elearning@delta.edu](mailto:elearning@delta.edu), <https://elearning.delta.edu/>, 989-686-9088. They're very helpful.

Tools To Bring To Every Class:

- The appropriate course book and/or a copy of the day's reading assignment.
- A college-level dictionary (a small paperback is best, and the bookstore carries them).
- A notebook or loose-leaf paper with lines.
- Pens and/or pencils.
- Markers, highlighters, Post-its, etc.
- Folders for course handouts and writing.
- A pack of colored index cards (available at Kroger, Meijer, and elsewhere).  
*Research shows that the brain responds well to color.*

• *Learning Outcomes*

Students enrolled in ENG 097 will:

1. Apply active reading strategies to a variety of academic texts by:
  - Previewing and predicting
  - Accessing prior knowledge
  - Questioning
  - Annotating
  - Mapping and creating graphic organizers
  - Summarizing and reviewing
2. Demonstrate the ability to make meaning from a variety of academic texts by:
  - Recognizing main ideas, key supporting points, and organizational patterns
  - Exploring applications and purposes
3. Apply various techniques for learning and using both self-selected academic vocabulary and teacher-assigned academic vocabulary through:
  - Pronunciation and read-aloud fluency
  - Context clues
  - Word parts
  - Paper and electronic references
4. Access, analyze, and use information appropriate for a specific purpose, including an introduction to documentation.
5. Demonstrate an awareness of how reading can be relevant, important, and enjoyable.
6. Write to learn through activities such as:
  - Freewriting
  - Writing reader responses
  - Informally summarizing and synthesizing

Everything we do in class relates to one of these outcomes. If the connection ever isn't clear, please ask.

*Tentative Schedule*

Dates	Topics/Activities	Deadlines
Monday 1/9 Wednesday 1/11	Introductions Who We Are as Readers	
Monday 1/16 Wednesday 1/18	The Reading Process	Reflection #1 due Monday
Monday 1/23	The Reading Process	

Wednesday 1/25		
Monday 1/30 Wednesday 2/1	The Reading Process	Monday: have purchased your copy of <i>Water for Elephants</i> or <i>A Gate at the Stairs</i> and your index cards
Monday 2/6 Wednesday 2/8	The Reading Process	Quiz #1 on Wednesday
Monday 2/13 Wednesday 2/15	Topics and Main Ideas	
Monday 2/20 Wednesday 2/22	Stated and Unstated Main Ideas	
Monday 2/27 Wednesday 2/29	Reading for Details and Patterns	Quiz #2 on Monday
Monday 3/5 Wednesday 3/7	Spring Break: No Class	
Monday 3/12 Wednesday 3/14	Reading for Details and Patterns Reading Outside of Class	
Monday 3/19 Wednesday 3/21	Making Inferences	
Monday 3/26 Wednesday 3/28	Making Inferences/ Using and Applying Information	Quiz #3 on Wednesday
Monday 4/2 Wednesday 4/4	Using and Applying Information	
Monday 4/9 Wednesday 4/11	Textbook Reading Strategies	Research Project due either Monday or Wednesday
Monday 4/16 Wednesday 4/18	Group Presentations	
Monday 4/23 Wednesday 4/25	Who We Are As Readers	Reflection #2 due Monday Final Exam on Wednesday in class (exam booklets available in the bookstore)

### *Assessment*

1. Quizzes/Homework/Vocabulary	25%
2. Journal Entries	20%
3. Group Question Work/Presentation	20%
4. Research Project	10%
5. Final Exam	10%
6. Participation	10%
7. Written Reflections	5%

<b>Total</b>	<b>100%</b>
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### *1. Quizzes/Homework/Vocabulary (25%)*

Often, you will take a quiz on something you've studied for class, including reading topics, skills, and vocabulary. Some quizzes will be a surprise, and you will know about others in advance. You will also complete some assignments outside of class for homework. I tend to give these as needed; there may be as few as two or as many as ten.

Together, we will also build lists of vocabulary, words we encounter in what we read that we would benefit from knowing more deeply.

**You can take a quiz only during the class it's given, and you may or may not be able to make up homework and vocabulary assignments.**

### *2. Journal Entries (20%)*

Because reading is a skill we expect to improve the more we do it, it helps to document that growth. For O97, you will use a journal, or rather a series of journal entries, to do this. Writing journal entries will help you to grow more reflective about your reading process and who you are as a reader.

You can expect to write about one journal entry a week, and each entry will be 1-3 pages. If you want to handwrite your journal entries, you can, but I will want them to run longer than they would if they were typed. You can also keep a "paperless" journal; this would involve uploading files to eLearning.

### *3. Group Question Work/Presentation (20%)*

In small groups, you'll read either *Water for Elephants* or *A Gate at the Stairs*, and with your group, you'll practice asking and answering different kinds of questions—this is what the colored index cards are for. The question work will enhance your reading experience, and, ultimately, will help you to create part of your final exam.

Your group will also give a final presentation related to the book you read, and you will lead the rest of the class through a focused discussion.

### *4. Research Project (10%)*

During the semester, you will have the chance to learn about a subject of your choice. You will research it and write a small, documented report. This is an opportunity for self-directed, college-level research, and it will help you to learn to navigate the resources available to you.

### *5. Final Exam (10%)*

Your final exam will ask you to perform the new skills you have learned and write about ideas you have encountered in your reading.

### *6. Participation (10%)*

We will spend the bulk of our class time **doing**, not watching or listening. I will not treat you as banks into which I make deposits! In exchange, I need you to act as more than a savings account. You must make it to every class and come prepared to participate. Students get the most out of my classes (and help others do the same) when they are alert and ready to engage.

### *7. Written Reflections (5%)*

At the beginning and the end of the term, you will write a brief reflective essay on your progress as a reader. You are welcome to use your journal entries to guide your final reflection.

## *Class Matters*

### **Policies**

You can find information about course policies related to attendance, cell phones, submitting work, etc., on our eLearning page (Look under "Course Forms and Policies"). You are responsible for knowing these policies.

### **Contacting Me**

I am on campus Monday through Thursday, and I have office hours each day. You can stop by my office hours or make an appointment. I check my e-mail and voicemail often, and I will try to respond to any message within two days. You can also befriend or message me on Facebook (search under my Delta e-mail address). If you do, feel free to use any privacy settings that make you comfortable. Our use of Facebook won't be "social"—we will not be poking each other or playing Bejeweled Blitz! Instead, you can post class-related questions on my Wall, and I will respond there. I may occasionally post class announcements there, but only after I've e-mailed them and/or posted them on e-Learning. In other words, Facebook offers you one more way to get a hold of me.

## **The Pace of Your Learning**

The great thing about college is that you're in the driver's seat; you control the pace at which you learn. If you ever feel this course could be more challenging or less challenging to you, please let me know.

## **Delta's WRIT Center**

If you bring a 097 writing assignment to the WRIT Center (located in the LLIC near room A-125), a professional will help you with it. The staff also offers online assistance; see [www.delta.edu/writingcenter.aspx](http://www.delta.edu/writingcenter.aspx) or call 989-686-9086 for more information.

You will receive extra credit for any assignment you bring to the Center—take a visit form (available on our class website) with you and fill it out with your consultant. When you hand in the assignment, make sure you attach the form.

## **Our Class & Diversity**

Delta College values diversity. We welcome and appreciate differences in identity, expertise, experiences, ideas, and opinions. In this class, we will use the diversity among us to advance our learning and to empower each other.

"Syllabus" is the Latin word for list. I reserve the right to edit this "list" at any time, to make changes to the course that may help you to meet its outcomes better.