



Name: \_\_\_\_\_

RDG-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. Does not earn credit towards graduation.

Instructor:

Office:

Instructor telephone:

Division telephone:

E-mail:

Office hours:

Contacting me and making appointments:

Assistant Professor Lauren Smith

S003

989-686-9496

989-686-9159

laurensmith3@delta.edu

Monday through Thursday, 10-11 am

I am on campus Monday through Thursday. You can stop by my office hours or make an appointment to see me. I am often in my office at unpredictable times, and I can work with your schedule. I check my e-mail and voicemail often, and I will try to respond to any message within two days. E-mail is best.



*"Through literacy you can begin to see the universe. Through music you can reach anybody. Between the two there is you, unstoppable." ~Grace Slick*

**Commented [d1]:** What does this quote mean to you?

Welcome to RDG 097, a class devoted to reading. In life, 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. Throughout the term, we are going to explore strategies you can try in order to become a stronger reader and to enjoy reading for school more.

Music serves as a mini-theme for our class, and we'll talk about what connections there are between it and reading. Does a book "sing?" Can we "read" a song? We'll see.

Commented [SL-F<2]: What kind(s) of music do you like?

### Materials

#### Text Requirements:

1. *An Introduction to Critical Reading* by Leah McCraney.
2. *A Visit from the Goon Squad* by Jennifer Egan.

These books are available from the Delta College Bookstore and from online stores. Please buy them as soon as you can. A used book is great and will save you money. Make sure you inspect it first, though: check that all the pages are there and there aren't too many marks in it.

*An Introduction to Critical Reading* is an anthology, which means it is a collection of works by different authors. They contain the types of reading you can expect to do in ENG 111, ENG 112, and beyond. *A Visit from the Goon Squad* is an award-winning, bestselling work of fiction. It deals with some "mature" subjects—if it were a movie, it would be rated R. The characters in it are trying to understand themselves and the world they live in (just like us).

#### Computing Requirements:

- A consistent, reliable Internet connection.
- Access to and comfort with eLearning (D2L) and your Delta e-mail account. You will use eLearning and e-mail a lot for this class.
- Means of printing your written work and class handouts.
- At least two places to save your written work: computer, 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 can help.

#### Tools To Bring To 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.

### Learning Outcomes

Students who take RDG 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 connects to one of these six outcomes. If the connection ever isn't clear, please ask!

### Tentative Schedule

This schedule is a work in progress; always check with me and see specific handouts for additional and updated deadlines. I will probably make changes, but not without notice!

Dates	Topics	Deadlines
Monday 1/12	Introductions	Pre Exam Wednesday
Wednesday 1/14	Before we read: setting up	
Monday 1/19	Before we read: setting up	Autobiography due Monday
Wednesday 1/21		
Monday 1/26	While we read: getting in there	

**Commented [d3]:** Outside of school, which parts of your life need you to be active? What do you have to put a lot of effort into, and how do you do it?

**Commented [d4]:** How do you feel about reading aloud?

**Commented [SL-F<5]:** This class involves a lot of writing. How do reading and writing go together?

Wednesday 1/28	GS 1 and 2*	
Monday 2/2	While we read: getting in there	
Wednesday 2/4	GS 3 and 5	
Monday 2/9	While we read: getting in there	
Wednesday 2/11	GS 6	
Monday 2/16	GS 7	
Wednesday 2/18	While we read: getting in there	
Monday 2/23	GS 8	
Wednesday 2/25	While we read: getting in there	
Monday 3/2	Spring Break: No Class	
Wednesday 3/4		
Monday 3/9	GS 10 and 11	
Wednesday 3/11	After we read: making it stick	
Monday 3/16	GS 12	
Wednesday 3/18	After we read: making it stick	
Monday 3/23	GS 13	
Wednesday 3/25	After we read: making it stick	
Monday 3/30	Using and applying information	<i>Goon Squad</i> essay due Wednesday
Wednesday 4/1	[M LLIC]	
Monday 4/6	Using and applying information	
Wednesday 4/8		
Monday 4/13	Using and applying information	Research project due Wednesday
Wednesday 4/15		
Monday 4/20	Review	Post Exam Wednesday
Wednesday 4/22		
Monday 4/27	Looking ahead	Autobiography sequel due
Wednesday 4/29		Wednesday

\* A Visit from the Goon Squad, Chapters 1 and 2

### Assessment

1. Autobiographies and Journal Entries	30%
2. Activities and Quizzes	20%
3. <i>Goon Squad</i> Presentation, Quizzes, and Essay	20%
4. Research Project	10%
5. Participation	10%
6. Pre and Post Exam	10%
<b>Total</b>	<b>100%</b>

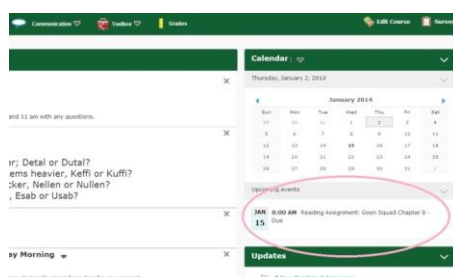
#### 1. Autobiographies and Journal Entries (30%)

Because reading is a skill we expect to improve the more we do it, it helps to document that growth. At the beginning of the course, you will write an autobiography of yourself as a reader. During the course, you will practice paying attention to what happens when you read for school; this can be a surprising activity! After you read for at least a half an hour, you will write down some thoughts about the experience in the form of a journal entry. Each entry will be 1-3 pages. If you want to handwrite your journal entries, you can, but they will need to be longer than they would be if they were typed. At the end of the course, you will write a sequel to your autobiography, taking into account all you have discovered.

## 2. Activities and Quizzes (20%)

You will sometimes complete activities for credit and take quizzes on skills we've practiced. Some quizzes will be a surprise, and you will know about others in advance. I tend to give these as needed--there may be as few as two or as many as ten. You can take a quiz only during the class it's given, and you may or may not be able to make up activities.

I usually try to mention homework just before we're through for the day. I also use the "Checklist" feature on eLearning—to see it, pull down the Toolbox menu or look just below the calendar on the right-hand side of the screen (see screenshot below). If I haven't updated the checklist by Tuesday or Thursday afternoon, feel free to e-mail me.



Anything with a due date must be handed in by that date in order to receive full credit. An assignment that is a week late will receive, at most, half credit. No assignment may be more than a week late. If you know in advance that you'll struggle with a particular deadline, talk to me, and we'll see what we can arrange. You may also make an appointment to discuss with me the reason(s) why any work is late or missing.

## 3. Goon Squad Presentation, Quizzes, and Essay (20%)

Early in the term, we'll talk about the idea of a schema, the little filing cabinet of information we have in our minds. It's easier for us to add to our schema, our knowledge base, if we already have a file for it. You may find a lot of new information in *A Visit from the Goon Squad*. One of the characters is a kleptomaniac, for example, and another drinks gold flecks. To help develop our schemas for it, each of you will give the class a 3-5 minute presentation on a topic from the book. The presentation will have a rubric, a sign-up sheet, and list of dates and topics.

Since few things are as worth your time as expanding vocabulary and working with new words, we will do this quite a bit, especially as we read *Goon Squad*. As a class, we will build vocabulary lists and take the occasional quiz.

When we are finished *Goon Squad*, you will write an essay about it, choosing from a list of topics/approaches that I give you.

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

During the semester, you will have the chance to choose a subject, 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 library resources.

#### 5. 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.

#### 6. Pre and Post Exam (10%)

At the beginning and end of the term, you will take an exam on academic reading skills. The exam is pass/fail and will give us an idea of where you are and what needs to happen next. I will also ask you to write about it in your autobiographies.

**Commented [SL-F<6]:** Now that you have read about these assessment areas, which seems like it will be the most challenging for you? How come?

#### *How to Do Well in RDG 097: Class Policies*



#### Absences, Lateness, and Ghost Attendance:

You are entitled to **four absences, and you can use them for any reason**. Use them wisely, though. I do not count some absences as "excused" and others as "unexcused." An absence is an absence: a student who can't make it because of a family emergency and a student who can't make it because of a vacation would both be marked absent. You make your own call for missing class and accept the consequences, which can mean missing graded activities, having to get assignments from peers, learning new material on your own, etc.

**Commented [d7]:** What situations might stop you from coming to class? What can you do about them in advance?

The English Division has adopted a shared policy for **Instructor-Initiated Drop for Lack of Attendance**: "Your English Division instructor reserves the right to drop any student who misses the first class meeting. Your English Division instructor may drop you from this course if you miss, for any reason, in excess of 2/15 of your classes for this course. For this particular course, that means in excess of 4 class periods." **Upon your fifth absence, I may drop you from the course.** If you think attendance might be a problem, please make a face-to-face appointment with me so that we can discuss it. I will always attempt to work with you on attendance.

If you are absent, you are responsible for all work you miss. Please make a friend in our class whom you can contact if you miss class and would like the information/materials to prepare for next time. You can also stop by my office hours. If you miss class and e-mail me asking

what we did, I may not respond. I will also be unlikely to talk with you at the beginning of next class about what you missed. In fact, rushing my desk right at the beginning of class and demanding to know what we did last time is a sure way to irk me! When I enter our room, I am focused on getting us going, and that's where my attention needs to stay. Moreover, I will probably not have with me any handouts I gave out last class. Most of what I hand out I put on eLearning. If you happen not to see a handout you're looking for on eLearning, feel free to ask me about it after class or during a break.

Late arrivals and early departures are also harmful for your progress. If you are more than fifteen minutes late for class, I may mark you absent. If you leave class fifteen minutes early, I may mark you absent. If you absolutely must arrive late or leave early, please speak with me ahead of time. You may still lose credit for the day's attendance.

It's possible to attend a class—or any event—physically but not mentally. The body is present while the mind is elsewhere. This kind of “ghost attendance” is bad for learning. If I notice you are not with it, or your attention is directed at something other than what we're doing, I may take points from your participation grade. I may also ask you to step out of the room for a few minutes.

Like many people, I am online almost all day, either via a phone or a computer. I can tell it is not good for my concentration and performance. As a result, I make an effort to shut off when I can. This is not always easy; I may be bored, or I may not want to interact with others, or I may be stressed. The Internet eases these feelings. Still, I never want to look back and realize I didn't get as much out of an experience as I could because I had my face in a screen. I'm telling you this because I want you to know I understand how appealing the Internet is. Nonetheless, the work we do is too important.

For the roughly three hours a week that you and I are together, keep your devices turned off. You can use them during breaks.

#### Community and Conduct:

Every class forms a community, and as a professor, I have the responsibility to protect it. Should anyone in class behave in a way that prevents others from learning, I may apply Delta's “Disruptive Student” policy. Disruptive behavior can include things like uncooperativeness; purposeful distraction; throwing paper or soda bottles around; making loud noises; giving dirty looks; eating big, messy meals or snacks in crinkly bags; cell phones repeatedly un-silenced; physical or verbal aggression; or offensive language. The consequences for disruptive behavior can be temporary or permanent removal from the class. You can read more about the “Disruptive Student” and other policies in the Delta College catalogue, available here (open Regulations and References): <https://public.delta.edu/catalog/Pages/Policies.aspx>

#### 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.

**Commented [d8]:** What is a sure way to irk you?

**Commented [d9]:** What are the main reasons you go online?

**Commented [d10]:** Have you been in a class or a group with a disruptive person? What effect did that person have on the group?

**Commented [d11]:** Who in your life holds a very different opinion from you about something?

### Safe Space and Unison:

Safe Space is a nationally recognized LGBTQ student support initiative. Faculty and staff who have attended training display the logo: a pink triangle with a green circle around it and the text “Delta Safe Space.” This helps students identify allies who are knowledgeable about LGBTQ issues and resources and are willing to assist in a variety of ways. I am a Safe Space Representative.

I currently serve as one of the faculty advisors for Unison, Delta’s organization for LGBTQ students and their allies. An ally is a person who supports LGBTQ people but does not identify as LGBTQ. Let me know if you have questions about Unison.

### Plagiarism:

Plagiarism, or cheating, is wrong and a serious academic offense. It includes submitting whole articles you find online and saying that you wrote them, cutting and pasting passages or sentences from a source without citing them, and using material you wrote for another class for this one. If you plagiarize, you may fail this class or be expelled from Delta. Delta’s official policy is included in the student handbook:

<http://www.delta.edu/english/integrityofacademicwork.aspx>

### Disabilities:

If you have a documented disability which affects your academic performance and need an academic accommodation, please contact the Office of Disability Services in D102. The telephone number is 989-686-9330.

### Referrals:

Everyone at Delta wants you to succeed, and as your professor, I especially do. If I sense you could benefit from additional support outside of the classroom, I might make a referral to the appropriate campus department.

### The WRIT Center:

If you bring a 097 reading or writing assignment to the WRIT Center (located in the LLIC near room A-125), a consultant 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 WRIT. When you hand in the assignment, make sure you attach a WRIT form to it.

### The Pace of 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 feel this course could be more challenging or less challenging for you, let me know.





#### Weather Cancellations:

If the weather is poor, visit the Delta website, listen to Delta's radio station (90.1 FM), or check local TV channels to learn if the College is closed. You can also call 1-989-686-9179 or 1-800-686-9179. I may also decide on my own to cancel our class. If I do, I will e-mail you, post a notice to our website, and leave word with the English Division.

"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.

#### Reflection:

Now that you know a little bit about what lies ahead in this course, what do you think? What are you looking forward to, and what concerns you? Write a few sentences about this in the space below:

**Commented [d12]:** Don't forget to do this part!