

Student Friendly Syllabus

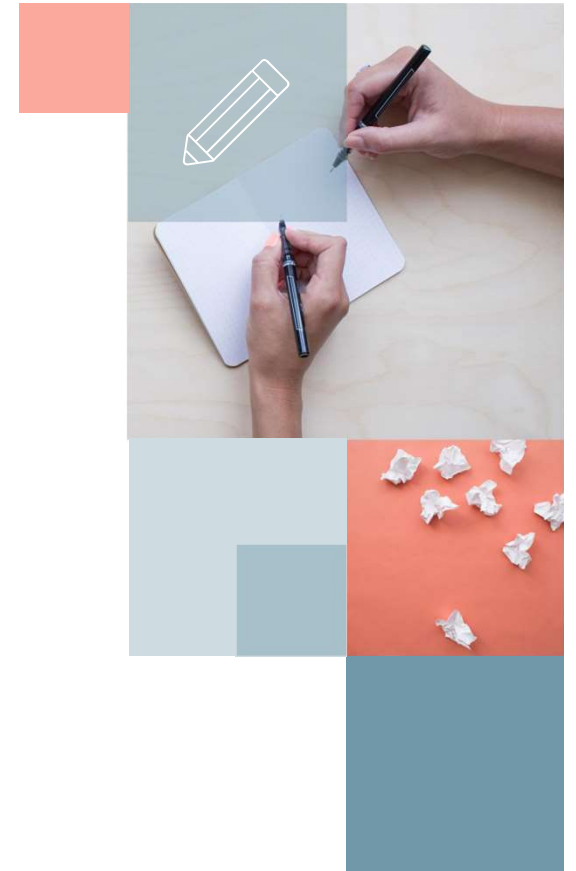
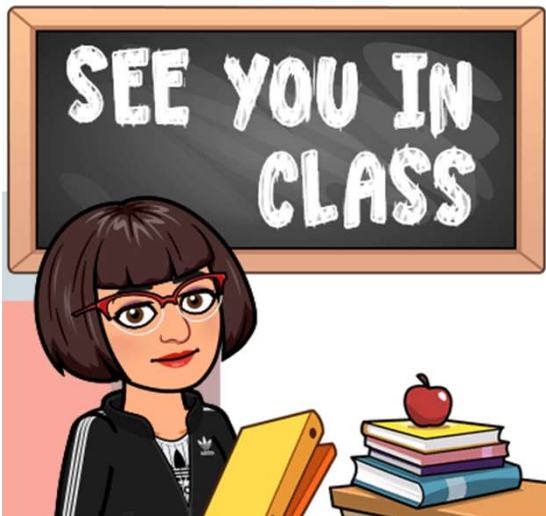


Adjustments

Language

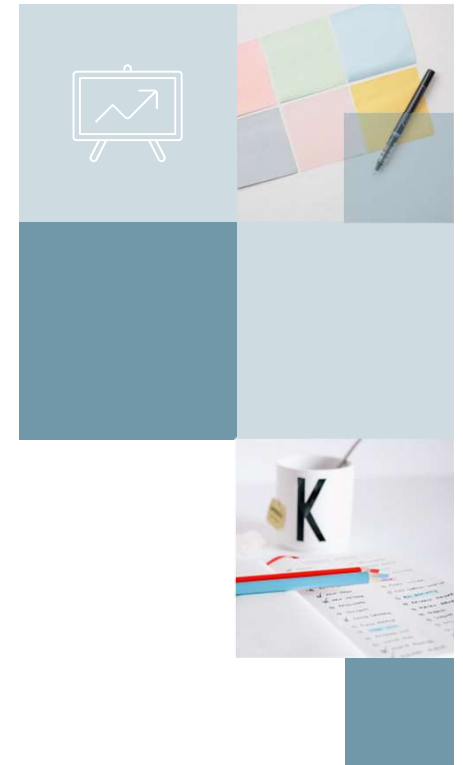
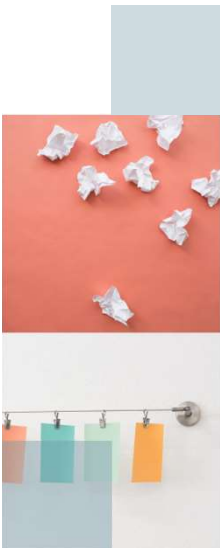
Utility

Format



But first....

1. Center for Urban Education
 - a. <https://cue.usc.edu/>
2. Reading Department
3. Canva, Google Docs, Powerpoint, etc.



Quick Fixes for Student Centered Syllabus

Rules

“You will be dropped.”

Office Hours

Students will NOT pass...

Class Environment

“We need you here.”

Student Hours

The goal is not mastery as you enter, but as you leave.



Classroom Environment:

The classroom is a learning environment. Therefore, students must come to class prepared to work and participate.

If you are disruptive in the following manner(s), you will be politely warned to discontinue the inappropriate behavior. After that, you may be dismissed from class for up to 2 days and may need to visit with the Dean of Humanities before returning to class.

1. Text messaging
2. Having your phone out of your bag or in your hand
3. Ringing cell phone
4. Sleeping
5. Rude behavior directed toward the instructor or other students
6. Reluctance to participate in group activities
7. Talking or whispering while the instructor is speaking
8. Talking or commenting without raising your hand and being called on
9. Reluctance to answer questions when called upon
10. Dominating the class discussion by asking far too many questions and/or making too many comments



Classroom Environment

The classroom is a learning environment. Our learning environment! Therefore, students should come to class prepared to work and participate with each other and instructor. You will be expected to participate in a number of ways including sharing your homework, contributing to class conversations, readings and projects. Creating a strong and productive learning environment is the collective goal of the class. We are in this together.



If you are disruptive in the following manner(s), you will be politely warned to discontinue the behavior. You may be referred to the Dean in the event that the behavior continues or asked to leave class.

1. Detached screen time during lecture or presentations
2. Harmful behavior directed toward the instructor or other students
3. Side conversations or interruptions during lecture or presentation
4. Breaking class norms

Norms

Asking students to speak loudly

Active listening cues

Allowing space and time for processing

Student Learning Outcomes:

Students completing course will be able to:

- ✓ Select appropriate vocabulary strategies to deduce the meaning of unfamiliar words in text at Long Beach City College's proficiency level.
- ✓ Demonstrate the ability to differentiate between general and specific ideas in order to determine the author's stated or implied main idea (literal and inferential comprehension) in text at Long Beach City College's proficiency level.

Course Objectives:

Upon successful completion of the course, the student will be able to apply the critical thinking skills developed in the course to interpret and *analyze* a variety of written and oral communication by:

1. Express the interrelationship of words, sentences, and paragraphs.
2. Examine literal, inferential, and affective levels of comprehension in college-level text.
3. Determine the meanings of unknown words using context clues, word structure, and the dictionary.
4. Question the text in order to evaluate the main idea and support.
5. Differentiate the purposes for reading and adapt reading techniques accordingly.
6. Determine the rate of reading speed according to the purpose, prior knowledge, and the difficulty of the



Bring purpose to the language.

Center all the fun stuff you will be doing in class!

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1. Select appropriate vocabulary strategies to deduce the meaning of unfamiliar words in text at Long Beach City College's proficiency level.
2. Demonstrate the ability to differentiate between general and specific ideas in order to determine the author's stated or implied main idea (literal and inferential comprehension) in text at Long Beach City College's proficiency level



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- a. Express the interrelationship of words, sentences, and paragraphs.
- b. Examine literal, inferential, and affective levels of comprehension in college-level text.
- c. Determine the meanings of unknown words using context clues, word structure, and the dictionary.
- d. Question the text in order to evaluate the main idea and support.
- e. Differentiate the purposes for reading and adapt reading techniques accordingly.
- f. Determine the rate of reading speed according to the purpose, prior knowledge, and the difficulty of the material.

Pick 2 and paraphrase:



Use metacognitive cues to bring transparency.



Reading 36 Instructor: Melanie Levy
Phone # (714) 992-7000 Ext. 27000
Email: mlevy@fullcoll.edu
Reading Department website:
<http://reading.fullcoll.edu>

FALL 2012 #12270
MW 8:35 am-10:00 am
Room: 1411A

READING 36: Developmental Reading

Course Description:

Three hours lecture plus two hour lab per week. Designed for the native speakers of English who require instruction in basic reading. This course includes such areas as literal comprehension, word recognition, vocabulary development, and study techniques. The course accommodates the wide range of individual adult literacy needs. *Pre-requisite* – Recommended score on the reading placement test.

Read 36 Student Learning Outcomes:

- Identify various strategies for developing vocabulary
- Identify topic, main idea, major and minor supporting details at the literal level in basic texts
- Identify the relationship among the ideas of a paragraph

Humanities Division Student Learning Outcomes:

Students completing courses or programs in the Humanities Division will be able to:

- Use language skills effectively in reading, writing, listening, or speaking to achieve personal, academic, or vocational goals.
- Use critical thinking skills to examine information, events, and ideas from a broader perspective.
- Recognize the significance of language and culture in human experience.
- Apply principles of academic honesty and integrity.
- Work cooperatively and collaboratively with others.
- Use campus and/or community resources to participate actively in their own education.

Course Objectives:

Upon successful completion of the course, the student will be able to:

- Improve reading abilities
- Use a variety of word analysis skills
- Recognize context clues to understand word meaning
- Use dictionary to improve/enrich vocabulary
- Demonstrate basic study techniques and time-management skills
- Recognize reading as an opportunity for life-long learning

Required Textbooks/Materials:

1. *Ten Steps to Improving College Reading Skills*, 5th edition
2. *Building Vocabulary Skills*, Sheerie Nist, 4th edition
3. *Enrique's Journey*, Sonia Nazario
4. Reading 36 Lab Manual, available online to download specific worksheets
5. Black pens and pencils with erasers
6. Package of (100 count) 4"x6" index cards
7. 1 inch 3 ring binder + loose leaf college ruled notebook paper with dividers (no spiral bound notebooks)
8. A 2011/12 academic calendar/organizer

Supplemental Instruction:

This course has been designated as part of Fullerton College's Basic Skills Supplemental Instruction Program – a voluntary student success program. Supplemental Instruction provides academic assistance through regularly

scheduled, out-of-class, peer facilitated sessions. The SI Sessions are 50 minute sessions about what to learn and how to learn. There will be 13 different supplemental instruction topics, twice a week, starting week 2.

Attending these sessions will allow you to earn extra credit, gain knowledge of applicable course material and aid in understanding course material. Supplemental instruction can greatly help you succeed in this course.

Contacting your Instructor:

If you need to contact me, do so via email. You should receive a response within 24 hours during the week. I will also be checking emails on Sunday afternoons/evenings to address any issues that occurred over the weekend. Never hesitate to email if you have any questions or concerns.

Office Hours:

Office hours will be arranged if you ever need to discuss assignments, grades or any other issue you would like to address. I will accommodate your schedule as best as possible. Please email or see me before or after class to schedule a time.

Assignments:

Required assignments include, but are not limited to, the following:

- Readings from the textbook and other articles or essays as assigned by the instructor
- Exercises in the textbook
- Examinations including quizzes and midterm
- Lab assignments

This course focuses on skills development; therefore, much of the work will be done in class. Students are expected to come prepared to class: **Bring your textbooks and writing materials to every class meeting.** Students will be expected to participate individually as well as in group work. Participation and attendance will be part of the course grade. All assignments, exercises and examinations must be completed on the assigned dates. Make-up work and tests will only be accepted under *extenuating circumstances* when the professor has been notified in advance.

Lab work will be collected three times during the semester. You will be notified of the due dates when you are given the lab contract.

Attendance:

Attendance and participation is both essential and mandatory. You must attend class on a regular basis to receive course credit. You are allowed 3 absences for illness or personal business. I recommend that you attend every day unless an emergency presents itself. Since you cannot predict when an emergency might arise, it is best to **SAVE** your absences because extra absences will not be allotted to students. If you exceed this limit you will be dropped from the course; however it is always the student's responsibility to do so. **Class begins on time** – tardiness will not be tolerated. *If you are absent for 11 minutes of class or more, you will be counted absent for that day (we will go by the time on the clock in our classroom).* Students are expected to be on time, stay the whole time, and attend all classes to receive full credit. *If you are absent from class during the first 3 weeks of the semester you may be dropped from the course.*

Grading Policy:

Grading is Pass / No Pass.

In order to receive Pass ("P") for this course, students must have all five of the following:

1. Averaged "C" or better on class assignments, homework, tests and lab contracts.
2. Averaged 70% or better on 3 lab contracts during the course of the semester.
3. Demonstrated a level of proficiency (passing grades) on a series of competency-based tests (exit exams) developed by the Reading Department.
4. 1600 minutes of recorded reading lab time.
5. No more than 3 absences from lecture or lab (as described above).

- Grades will be determined using a points system.
- Points will be given for all tests, quizzes, classroom work, participation, lab work, and homework.
- PASS (P) for the course – following the five (5) required grading elements listed above.

Grading Scale/Points Breakdown for Reading 36:

Chapter quizzes	= 30%
Homework	= 23%
Vocabulary quizzes	= 20%
Lab contracts (3) [need to ave. 70%]	= 17%
Participation	= 10%

Lab Component:

This course requires two scheduled lab hours per week. You will be given a contract with assigned work, due dates and number of hours required for the contract. You must print out all of the lab worksheets either from home off the department website, www.reading.fullcoll.edu or from the reading resources file / Read 36 in the lab on campus. Print accounts can be purchased from the cashier in the bookstore. It is the student's responsibility to log his/her time on the Time Verification Sheet and keep all copies, print outs and other documentation necessary to receive points for the lab. You are required to have your student ID every day to scan into lab. If you are falsifying any of your lab materials or time, you will be given a 0 for the entire lab contract. If you have questions about the assigned lab materials, you may ask an instructional lab assistant or the instructor for assistance. Please be sure to ask instead of completing incorrect assignments or inaccurately verifying your work.

Lab Work will only be accepted if it is completed on the lab worksheets – handwritten work on notebook paper will not be given credit.

Lab Attendance:

All missed lab hours must be made up. It is the student's responsibility to monitor and keep accurate lab attendance records making sure he/she will complete a minimum 1,600 minutes by the end of the semester. **If you do not attend lab, you are counted absent for the entire day. If you leave lab, it will be counted as an absence. You may leave lab to use the restroom; you must return within ten minutes; otherwise, it is counted as an absence.**

Other Policies:

- The Tentative Weekly Schedule is a rough outline of what will be covered in class and when. This schedule is subject to change at any time. It is your responsibility to keep yourself up to date regarding changes/additions. Students will be notified in class (or on MyGateway) of any changes in assignments, due dates, additional assignments, or in the course schedule.
- Students are expected to be prepared for each class meeting by completing assigned work and being ready to participate in classroom discussions and exercises. **All assignments are due at the beginning of class** and will not be accepted if students arrive to class 11 minutes late or more. Also, students must always have all required classroom materials with them: textbook, highlighter, pen, pencil, paper, etc.
- You are required to download and print assignments through MyGateway. Go to the FC homepage (www.fullcoll.edu) and click on MyGateway. Enter your user ID and password. Click on our class to access course documents, materials, announcements, etc. (in some cases, you may need to select "Course Studio Channel" before you list of classes will appear).
- Late work will not be accepted. If you know that you will be absent, it is your responsibility to contact the instructor. Homework and/or assignments due on a day you are absent are **still due that day**. If you cannot attend class on a day that a homework assignment is due you must hand it in **early**.

- You are responsible for printing your own assignments and for having them in your hand when class begins. Plan ahead, anticipate printing dilemmas, and don't procrastinate. **Assignments will not be accepted via email.**
- All assignments must be typed in MLA format (*some* lab assignments are handwritten) and are due at the beginning of class (www.mla.org). Some typed assignments must be submitted in person (hardcopy) and at turnitin.com. These are indicated on the schedule. All typed assignments must include a reference page if you consult any source to complete it.
- Students are encouraged to keep all graded assignments in the event that there is a discrepancy concerning their grade or points earned on an assignment.
- If the instructor is late, students are required to wait 15 minutes before leaving.

Classroom Environment:

The classroom is a learning environment. Therefore, students must come to class prepared to work and participate.

If you are disruptive in the following manner(s), you will be politely warned to discontinue the inappropriate behavior. After that, you may be dismissed from class for up to 2 days and may need to visit with the Dean of Humanities before returning to class.

- Text messaging
- Having your phone out of your bag or in your hand
- Ringing cell phone
- Sleeping
- Rude behavior directed toward the instructor or other students
- Reluctance to participate in group activities
- Talking or whispering while the instructor is speaking
- Talking or commenting without raising your hand and being called on
- Reluctance to answer questions when called upon
- Dominating the class discussion by asking far too many questions and/or making too many comments

Withdrawal Policy:

Students intending to withdraw from this course are responsible for processing their own withdrawal. Failure to follow established procedures will result in an F for the course. Check the class schedule for the withdrawal deadline. **If you choose to drop the course it is your responsibility to do so.**

Fullerton College Catalog and Class Schedule:

These contain a number of policies relating to students that are important to you. Please be sure that you have read these publications thoroughly. You may purchase copies of these publications at the campus bookstore, or you may read them online at the Fullerton College website: www.fullcoll.edu





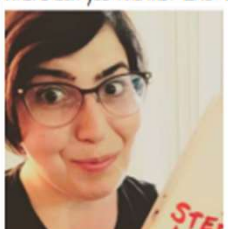








ADA Statement:

Fullerton College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. Verification of the disability must also be provided. The Disability Support Services office functions as a resource for students and faculty in the determination and provision of educational accommodations.

Fullerton College Academic Honesty Policy:

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty. These include, but are not limited to, the following areas:

READ 82: PROFICIENT READING @ LONG BEACH CITY COLLEGE
MEETINGS: M/W 8:00-10:05 LAC-L-175, #73274

<p>Course Description This 4 unit course provides instruction in the strategies necessary for college reading with an emphasis on the application of comprehension, vocabulary and critical reading skills to academic and technical reading assignments. To assist students in gaining efficiency with the challenges of college reading, students are required to complete 3 hours over the semester in a Success Center to complete activities and assignments that relate specifically to this course's content. READ 82 meets the minimum reading proficiency requirement for graduation and is transferable to the CSU system.</p> <p>Student Learning Outcomes: Students completing course will be able to:</p> <ol style="list-style-type: none"> 1. Select appropriate vocabulary strategies to deduce the meaning of unfamiliar words in text at Long Beach City College's proficiency level. 2. Demonstrate the ability to differentiate between general and specific ideas in order to determine the author's stated or implied main idea (literal and inferential comprehension) in text at Long Beach City College's proficiency level. <p><i>Hint: it's on the first page. Must be important but what does it mean?</i></p> <p>Course Objectives: Upon successful completion of the course, the student will be able to apply the critical thinking skills developed in the course to interpret and analyze a variety of written and oral communication by:</p> <ol style="list-style-type: none"> a. Express the interrelationship of words, sentences, and paragraphs. b. Examine literal, inferential, and affective levels of comprehension in college-level text. c. Determine the meanings of unknown words using context clues, word structure, and the dictionary. d. Question the text in order to evaluate the main idea and support. e. Differentiate the purposes for reading and adapt reading techniques accordingly. f. Determine the rate of reading speed according to the purpose, prior knowledge, and the difficulty of the material. <p><i>Pick 2 and paraphrase:</i></p>	<p align="center">BOOKSHELF</p> <table border="1"> <tr> <td data-bbox="562 446 730 625"> <p align="center">Unit Readings</p>  </td><td data-bbox="730 446 890 625">  </td></tr> <tr> <td data-bbox="562 625 730 803"> <p>Supplies: Notebook, organizer, calendar, scantron, pencil/pens, index cards</p>  </td><td data-bbox="730 625 890 803"> <p>Use of computer/printer</p>  </td></tr> </table> <p>Who will be doing the teaching? Melanie Levy-Patterson M.S. Reading Contact Info: Email: mlevy@lbcc.edu Phone: 562-938-4436 Where can you find me? LAC- L173</p>  <p>Student hours are an opportunity for you and I to connect. Let's get to know each other! Please visit as often as needed. See student hours coupon.</p> <p>Student Hours Monday - 10:30 - 2:00 Wednesday - 10:30-2:00 Thursday - 9:30-1:30</p>	<p align="center">Unit Readings</p> 		<p>Supplies: Notebook, organizer, calendar, scantron, pencil/pens, index cards</p> 	<p>Use of computer/printer</p> 
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<p>Supplies: Notebook, organizer, calendar, scantron, pencil/pens, index cards</p> 	<p>Use of computer/printer</p> 				

CHECK OUT THESE awesome resources!

LONG BEACH CITY COLLEGE HAS YOUR BACK

<p><u>Student Health Services</u> Health Services are located on both campuses and are staffed by nurse practitioners, registered nurses, and health service technicians. Services are for current students and include glucose testing, cholesterol checks, hemoglobin testing, physicals, clinic referrals, prescriptions, pregnancy tests, vision screening, blood pressure checks, first aid treatment, health counseling, over the counter medications for colds, flu and headache, and health-related programs such as the annual LBCC Health Fair.</p> <p>Resources available online at http://www.lbcc.edu/studenthealth</p> <p>Visit them at OG-117 or call 562-938-3992</p>	<p><u>Mental Health Services</u> Individual and group counseling, and workshops on specific issues such as anger management and academic stress are available at Long Beach City College to help students handle the stress of everyday life and increase success in college. Resources are available online at http://www.lbcc.edu/PsychServices/</p> <p>Please contact LAC and PCC Mental Health Services at 562-938- 3987 for availability of services and to schedule an appointment.</p>
<p><u>ACADEMIC COUNSELING</u> Students will have the opportunity to schedule 30 minute academic counseling appointments. To ask a quick question, express counseling is available in 10 minute segments. Educational planning workshops are also available year round.</p> <p>To schedule a counseling appointment, contact Counseling: LAC in A-1111 or phone (562) 938-4560 or PCC in OG 202 or phone (562) 938-3920. Appointments can be scheduled online by going to http://couns.lbcc.edu and clicking on the campus link LAC or PCC.</p>	<p><u>LEARNING AND ACADEMIC RESOURCES</u> Provides tutoring, supplemental instruction, instructional media material, open-access computer labs, computer and learning skills courses and workshops. LAC – (562) 938-4699 or PCC – (562) 938-3991. http://www.lbcc.edu/lar</p> <p><u>LIBRARIES</u> Books, e-books, periodicals, videos, DVDs, CDs, Web-based catalogs, databases and computer for Internet access. Librarians available to assist with research projects. LAC – (562) 938-4232 or PCC – (562) 938-3028. http://lib.lbcc.edu</p>

HAVE YOU VISITED ONE OF THESE RESOURCES? HOW'D IT GO? WHAT DID YOU EXPECT?



Classroom Environment

The classroom is a learning environment. Our learning environment! Therefore, students should come to class prepared to work and participate with each other and instructor. You will be expected to participate in a number of ways including sharing your homework, contributing to class conversations, readings and projects. Creating a strong and productive learning environment is the collective goal of the class. We are in this together.



If you are disruptive in the following manner(s), you will be politely warned to discontinue the behavior. You may be referred to the Dean in the event that the behavior continues or asked to leave class.

1. Detached screen time during lecture or presentations
2. Harmful behavior directed toward the instructor or other students
3. Side conversations or interruptions during lecture or presentation
4. Breaking class norms

Course Requirements

Assignments:

Required assignments include, but are not limited to, the following:

- Readings from the textbook and other articles, essays, or periodicals assigned by the instructor.
- Exercises from the textbook to be completed in and outside of class.
- Examinations including quizzes, tests, exams, and a final exam.
- Individual and group projects and presentations.
- Individual and group activities and quizzes.
- Critical analysis of readings assigned by the instructor.
- Critical analysis of readings of your own choosing.

Come prepared to every class session. This means have readings, exercises and any other assignments done before class starts. Give yourself enough time to read the assignments and articles so you come into class worry free and ready to discuss. Your participation is vital to your success in the class. All assignments, exercises and examinations must be completed on the assigned dates.

Attendance and participation is essential. You are allowed 4 absence hours. Since you cannot predict when an emergency might arise, it is best to save your absences. If you exceed this limit you may be dropped from the course but most importantly, your success is at risk. Let's conference if you are having or foresee attendance issues. Class begins on time. Students are expected to be on time, stay the whole time, and attend all classes to receive full credit. Late arrivals will be deducted from your allowed absence hours. We need you here!



Norms

What's my grade?

I use a combination of points and contract grading for this class. This means that your:

- ★ Completion of Assignments
- ★ Labor
- ★ Effort
- ★ Perseverance

will earn you a specific grade. Below is a breakdown of points.

The goal is not mastery as you enter, but as you leave.

Consider this quote from musician Alice Bag "I never would master either the bass or the keyboards, but I played as well as I needed to play and for me, at that time, it was all about the pleasure of playing and being creative."

PLAGIARISM/CHEATING POLICY STATEMENT

Dishonesty such as cheating, plagiarism, or knowingly furnishing false information to the College and its officials is prohibited and may lead to appropriate disciplinary action. Any occurrence will result in a 0 on the assignment and subsequent disciplinary action. It is encouraged to use outside resources but give credit where credit is due.



Campus Closed

9-2 - Labor Day
9-26 - Flex Day for Faculty and Staff
11-11 Veterans Day
11-28, 11-29 - Thanksgiving Break

Other information:

1. If you have a documented disability and need accommodations for this class, please see me as soon as possible or contact the Disabled Student Programs and Services. Accommodations and modification will be made to suit your needs as a learner. If you need to request these services or begin services, please contact DSPS @ (562) 938-3921 or visit GG 107.

2. If you miss a test, please get in touch with me to make an appointment for re-take. You can schedule a test for up to a week so you can do your best in showing what you know and staying on track.

3. There will be multiple opportunities for extra credit in the class including events and additional assignments (online and textbook work).

4. If I am late or absent, students are required to wait 15 minutes before leaving.

5. No make-ups of in-class assignments.

6. If you are absent when an assignment is due, you may upload your work to Canvas on or before the due date.

Use Google Docs, Word/Powerpoint or Canva for easy entries to “graphic design”

Mess up!

Play!

Ask for help!

Start small

- Add an image for your required books
- Break up text with signalling images
- Bullets/Spacing



Many Thanks!



Melanie Levy
mlevy@lbcc.edu