Student Friendly Syllabus
Adjustments

Language

Utility

Format
But first....

1. Center for Urban Education
   a. [https://cue.usc.edu/](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 and 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 text.
Bring purpose to the language.

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

Use metacognitive cues to bring transparency.
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. 

Prerequisite – Recommended score on the reading placement test.

Reading 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 lifelong learning

Required Textbooks/Materials:
1. Ten Steps to Improving College Reading Skills, 5th edition
2. Building Vocabulary Skills, Sheane Nix, 4th edition
3. Enrica’s Journey, Sonia Narvaez
4. Reading 36 Lab Manual, available online at the school’s website
5. Black pens and pencils with erasers
6. Package of (100) index cards of 6” x 4” 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/weekends 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 midterms

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 will be allowed 3 absences for illness or personal business. I recommend that you attend every day unless an emergency prevents you. Since you cannot predict when an emergency might arise, it is best to SAVE your absences because extra absences will not be allowed 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 (you 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. Average “C” or better on class assignments, homework, tests and lab contracts.
2. Average 70% or better on 3 lab contracts during the course of the semester.
3. Demonstrate 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 = 20%
- Homework = 20%
- Vocabulary quizzes = 20%
- Lab contracts (3) [each to avg. 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.sandbox.fullcoll.edu or from the reading resource file / Read 36 in the lab.

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 keep accurate lab attendance records and alert the instructor if they will be absent. Lab attendance will be recorded daily and must be at least 80% of the total lab hours for the course.

Other Policies:
1. The final exam will be given at the end of the class.
2. 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 be accepted if students arrive class 15 minutes late. Also, students must always have all required classroom materials with them: textbook, highlighter, pen, pencil, paper, etc.
3. 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 course to access course documents, materials, announcements, etc. (in some cases, you may need to select "Course Content Channel" before you list of classes will appear).
4. 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 due the next day. If you cannot attend class on a day that a homework assignment is due you must hand it in early.

5. You are responsible for printing your own assignments and for having them in your hand when class begins. Plan ahead, anticipate printing difficulties, and don't procrastinate. Assignments will not be accepted via email.

6. All assignments must be typed in MLA format (some lab assignments are handwritten) and are due at the beginning of class (www.fullcoll.edu). 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.

7. Students are encouraged to keep good grades in the event that there is a discrepancy concerning their grade or points earned on an assignment.

8. 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 asked 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. Refuse 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. Refuse to answer questions when called upon
10. 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:
Course Description
This unit offers 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 81 meets the minimum reading proficiency requirement for graduation and is transferable to the CSU system.

Student Learning Outcomes:
Students completing course will be able to:
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 (iterative 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:
1. Express the interrelationships of words, sentences, and paragraphs.
2. Examine literal and inferential, 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 material.

Pick 2 and paraphrase:

BOOK SHELF

Unit Readings

- Textbook
- Supplemental readings

Use of computer/printer

Who will be doing the teaching?
Melanie Lynch-Potter, MS Reading
Contact Info:
Email mlynch@lbcc.edu
Phone 562-988-4444

Where can you find me? LAC-L 179

Student Health Services

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 headaches, and health-related programs such as the annual ZGCC Health Fair.

Resources available online at http://www.lbcc.edu/studenthealth.

Visit them at 00-117 or call 562-988-3992

Mental Health Services

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 available online at http://www.lbcc.edu/PSychServices/.

Please contact LAC and PCC Mental Health Services at 562-938-3978 for availability of services and to schedule an appointment.

ACADEMIC COUNSELING

Students will have the opportunity to schedule 30-minute academic counseling appointments.

To ask a quick question, express counseling is available in 30-minute segments. Educational planning workshops are also available year round.

To schedule a counseling appointment, contact Counseling: LAC in A-1111 or phone (562) 938-4699 or PCC in 00-202 or phone (562) 938-3920. Appointments can be scheduled online by going to http://counseling.lbcc.edu and clicking on the campus link LAC or PCC.

LEARNING AND ACADEMIC RESOURCES

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

LIBRARY

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) 938-4699 or PCC: (562) 938-3028. http://lbcc.edu/lib

HAVE YOU VISITED ONE OF THESE RESOURCES? HOW WAS IT? 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 many ways including sharing your homework, contributing to class conversations, readings and projects. Creating and strong and productive learning environment in the collective goal of the class. We are in this together.

Course Requirements
Assignments:
Required assignments include, but are not limited to, the following:
- Readings from the textbook and other articles.
- 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.
Come prepared to every class session. This means you have read, exercises, and any other assignments done before class starts. Give yourself enough time to read the assignments and articles so you can 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 3 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 agree to not have 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!**

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

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 School
9-3 - Labor Day
9-6 - Flex Day for Faculty and Staff
11-14 Veterans Day
11-23, 27 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 modifications will be made to suit your needs as a learner. If you need to request these services or begin services, please contact DSPS at (362) 082-2021 or visit GC CD.

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 in class assignments.

6. If you are absent when an assignment is due, you may upload your work to Canvas 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