English 675
Preparation for College Reading and Writing
Spring 2014

Instructor Information: Melanie Olivera-LaVallee melanie.olivera@chaffey.edu
Office Phone: (909) 652-6917 (Limited Usage) Please use Moodle or Email when possible. Office Hours: T/TH 12:00-2:00; F 12:00-1:00. Office Location: BEB-223.

Required Materials (Available in the Chaffey College Bookstore, Rancho Campus):
English 675 Course Packet (Prof. M. Olivera-LaVallee)
Apperson Test Forms (Exact number to be announced in class.)

Course Description: Introduces the inexperienced reader and writer to a variety of pre-college and college-level texts and writing situations. Prepares students for the thinking, reading, and writing skills necessary to succeed at the college level. Ten hours of supplemental learning in a Success Center that supports this course are required. Students may re-assess for possible placement into the credit curriculum once during the semester. May be taken three times.

In order to earn credit for the course you must complete written assignments, homework, online readings, quizzes/tests and Success Center activities with an average of 70% or higher.

Course Content:
A. Comprehension
   1. Main Ideas and Evidence
   2. Thesis Statements
   3. Organizational Patterns
   4. Transitions
   5. Inferences
   6. Audience, Purpose, and Tone
   7. Bias and Faulty Reasoning
B. Vocabulary
   1. Context Clues
   2. Word Attack Strategies (Prefix, Root, Suffix)
   3. Connotation/Denotation
C. Study Skills
   1. Text Annotation
   2. Note Taking Strategies and Graphic Organizers (Cornell Notes, Concept Mapping, Outlining, Summarizing)
   3. Analyzing Text-3 Stages of Reading (Before Reading: Previewing; During Reading: Predicting, Questioning, Making Connections, Visualizing; After Reading: Review)
   4. Reading Textbooks (Preview text features and content, Attention to one chapter)
   5. Metacognitive Skills (Fix-up Strategies)
D. Critically Reading
   1. Contextualize (text in historical, biographical and cultural contexts).
   2. Reflect on challenges to your beliefs and values.
   3. Evaluate on author’s perspective

E. Composition Development
   1. Essay structure- introduction, body, and concluding paragraphs
   2. Essay implementing various patterns of organization.
   3. Analyze and differentiate between various types of essay development, including exposition (analysis, classification, definition, comparison and contrast, and cause and effect) and argumentation.
   4. Write essays for a specific purpose to a specific audience using an appropriate voice for those readers.
   5. Sentence variety (combine phrases, clauses, and sentences).
   6. Demonstrate understanding of the logical relationship among the parts of a composition.

F. Revision and Editing
   1. Prewriting/idea generation.
   2. Outlining
   3. Drafting
   4. Revision
   5. Editing

G. Research Skills
   1. Define a research topic, posing relevant questions with an appropriate scope.
   2. Identify and utilize a variety of effective support and credible sources for a research essay.
   3. Proficiency in citing sources in MLA format (in-text citations and a works cited page)

Objectives:
Upon completion of the course, students should be able to:

A. Suggest authors' purposes and describe the tones of various non-fiction and some fiction texts. Begin to distinguish between fact and opinion in texts, and explore the connections between tone, purpose, and audience in various writing situations, in non-fiction and some fiction texts.

B. Demonstrate the reading process, including previewing, setting a purpose, integrating knowledge, thinking metacognitively, questioning, and recalling and reacting to various genres of non-fiction, including informative expository writing, editorials, trade and journal articles.

C. Develop critical thinking strategies such as identifying important information in texts by annotating, summarizing, outlining and mapping, using direct statements, prior knowledge, including reflecting on and making connections to text and "reading between the lines" for drawing conclusions in non-fiction texts, to reflect on reading and one's own writing.
D. Describe authors' awareness of audience, purpose, and tone shapes assigned reading materials and class assignments and begin to utilize this understanding in drafting writing assignments.

E. Use stages of the writing process including prewriting, writing, revising, and utilizing feedback to draft a variety of short compositions, paragraphs and essays (1-3 pages), in a variety of genres, including descriptive writing, summary, reflection, and some introductory analysis.

F. Utilize titles, headings, and tables of contents to assist in interpreting meaning in assigned readings. Practice a variety of free-writing and brainstorming activities in response to reading assignments and as a means of generating ideas for writing.

G. Recognize main ideas and supporting details and evidence at the paragraph level and thesis statements and controlling ideas at the composition level in assigned readings, as well as topics and organization patterns. Formulate clear and specific main ideas and thesis statements in one's own writing, and develop the ability to think logically and express thoughts in clear, effective paragraphs and short essays.

H. Recognize the role diction and vocabulary play in successful written communication through the effective use of academic tools.

I. Develop strategies for success in this and other college classes, including an introduction to basic research methods and tools such as dictionaries and thesauruses; library resources, including e-reserve and data bases; creation and simple editing of documents using Microsoft Word; and Internet search engines, including identification of the use and purpose of Internet domains.

Weekly Schedule and Assignments:
For this course, online Moodle links/assignments and a course packet will be used in lieu of a formal textbook. All readings and assignments are currently posted online in a weekly format and/or are in the prepared packet. Based on student understanding of the skills presented, the order of assignments and time spent on each are subject to change.

In class and Moodle participation, class lectures and group discussions are all an extremely important part of this course. Therefore, class must be attended regularly. All assignments must be submitted on the due date at the beginning of class time.

NO LATE WORK WILL BE ACCEPTED.

Absences: If you are absent, label your homework or Success Center assignment "ABSENT" at the top of the first page. After 4 absences, any further absences will result in a grade of zero (0) for any work due that day. In addition, missing more than 10 minutes of class counts as $\frac{1}{2}$ of an absence.
If you are absent the day of a quiz/test you will receive a zero for that quiz/test. If you are absent the day a writing assignment (paragraph, essay or research paper) is due, you will receive a zero for the assignment unless the paper is emailed to me in a word document prior to the end of class on the due date.

**THERE WILL BE NO LATE PAPERS ACCEPTED AND NO MAKE-UP QUIZZES OR TESTS GIVEN.**

**Registration:** It is the student's responsibility to complete registration procedures and to drop the class officially, should that become necessary. However, I reserve the right to drop you from class should your absences become excessive.

**Grading:** Credit for this course will be earned with an overall average of 70% or higher based on the following breakdown: Writing Assignments and Tests 50%; Center Assignments and Hours 15%; Class and Group Participation 15%; Homework 20%.

**Student Success Centers**

Chaffey College has created a network of Student Success Centers - offering free tutorials, workshops, learning groups, directed learning activities, and computer/resources access - to assist students in their academic development and success. Throughout the semester, Success Center services will be offered at all 3 Chaffey locations:

**Chino Campus Success Center**
Multidisciplinary Success Center  
(CHMB-145) 909-652-8150

**Fontana Campus Success Center**
Multidisciplinary Success Center  
(FNFC-122) 909-652-7408

**Rancho Campus Success Centers**
Language Success Center  
(BEB-101) 909-652-6907/652-6820
Math Success Center  
(Math-121) 909-652-6452
Multidisciplinary Success Center  
(Library) 909-652-6932

A current Chaffey College photo ID card is required for all Success Center services. Walk-ins are welcome, and advanced appointments are available for most services. Call the centers or consult the college website at [www.chaffey.edu/success/](http://www.chaffey.edu/success/) for more information. Online appointments: [https://chaffey.mywconline.com/](https://chaffey.mywconline.com/)

**Directed Learning Activities and Success Center Requirements:** A total of 10 hours are required for this course. You may complete your hours at the Rancho Campus Language Success Center, the Chino Success Center, or the Fontana Success Center. Supplemental learning hours are recorded on the Success Center positive attendance computer at the front desk. You must log in at the Success Center before each activity and let the person at the desk know what activity you will be working on that day. In order to receive credit, you must also log out when you complete the activity. (If you fail to log out, you will only receive one minute of Center credit.) To verify which activities you have completed, you must bring your Success Center Verification Sheet with you each time you visit the Success Center. At the completion of each activity, a Success Center employee will sign, date, and stamp your
Verification Sheet. It is your responsibility to see that there is a signature and stamp for each activity completed. Activity deadlines are listed on the verification form. No less than 10 hours must be completed to earn full Center credit.

**Academic Integrity:** To present someone else’s work as one’s own is cheating. Copying, plagiarism, crib notes and forged signatures are examples of cheating. The submission of work that is not the product of the student’s own effort is dishonest and will be given no credit. If severe, other disciplinary action may be taken. Official English Department Position on Plagiarism: Violations of the Student Academic Integrity Code, including plagiarism, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one’s own. At the discretion of the professor, plagiarism or other violations may result in zero points for the assignment and/or failing the course. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic Integrity Code appears in the Chaffey College Student Handbook.

**Internet Usage:** While in any Success Center and in our classroom, Internet access will be limited to course related topics and research only. Creating, transmitting, uploading, or downloading obscene material is strictly prohibited and may result in criminal or civil penalties.

**DPS:** If you have a disability documented by a physician or other appropriate professional and wish to discuss academic accommodations, please contact the Chaffey College DPS office at 909-652-6379.

**EOPS & CARE:** Extended Opportunity Programs and Services [EOPS] is designed to ensure student retention and success through academic support and financial assistance for eligible students. Cooperative Agencies Resources for Education [CARE] is a program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS. The ultimate goal is completion of a certificate program, an associate degree, and/or transfer to a four-year college. Call 909-652-6345 for more information.

**Early Advantage System:** In order to assist students when they need support, Chaffey College uses an Early Advantage System that allows your instructor to notify you if your success in this course appears to be in jeopardy. This system is designed to provide you with individualized attention while there is still time for you to successfully complete this course. The Early Advantage Office may send you a letter or email followed up with a telephone call to discuss your classroom performance and the on-campus resources available to you, so please use My ChaffeyVIEW to keep your contact information up-to-date.
Veterans and Eligible Family Members

Chaffey College's Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 or vrc.staff@chaffey.edu for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in AD-125 on Chaffey College's Rancho Cucamonga campus.

Student Health Services:

Student Health Services is dedicated to assisting students to achieve and maintain optimum physical, mental and emotional health. We are committed to providing quality healthcare at a reasonable cost. All currently enrolled full and part time Chaffey College students on the Rancho Cucamonga Campus or any off campus site may utilize the services of the Student Health Office. Please have your Chaffey ID ready.

Rancho Campus: MACC-202 (909) 652-6331
Chino Campus: CHMB-105 (909) 652-8190

Career Center:

The Career Center helps Chaffey College students find meaningful careers. The program offers career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and career related workshops. The Career Center is located on the Rancho Cucamonga Campus in MACC-203. Please call (909) 652-6511 for more information.

FINAL EXAMS SPRING 2014:

T/TH 10:00-11:50 class: Thursday May 15, 2014
8:45-11:15 a.m.

T/TH 2:00-3:50 class: Thursday May 15, 2014
2:15-4:45 p.m.

F 8:00-11:50 class: Friday May 16, 2014
8:45-11:15 a.m.

Final Exam Office Hours:
Thursday May 15, 11:15-2:15
Friday May 16, 11:15-11:30
WEEK ONE: 1/14 and 1/16

Tuesday:
- Syllabus, Course Outline and Packet
- How to Access the Online/Moodle Component
- Accuplacer Practice and Vocabulary Enrichment
- Getting to Know You Activity
- Writing Inventory and Questionnaire

Homework:
- Purchase Course Packet and 7 Apperson Test Forms (One is needed for Thursday)
- Finish Writing Inventory and Questionnaire

Thursday:
- Accuplacer Practice Quiz 1 (Apperson Form Needed)
- Accuplacer Practice and Vocabulary Enrichment
- RESS 1

Homework:
- Finish RESS 1

WEEK TWO: 1/21 and 1/23

Tuesday:
- Accuplacer Practice and Vocabulary Enrichment
- Unit 1: Everglades and Pig Frogs: Writing Summaries
- RESS 2 and 3

Homework:
- Write a Rough Draft Summary of the Information Covered in Class about the Everglades and the Pig Frog using at least 5 of the 10 Vocabulary Words.
- Finish RESS 2 and 3
Thursday:
- Accuplacer Practice and Vocabulary Enrichment
- Unit 1: Everglades and Pig Frogs: Writing Summaries
- Peer Review of Rough Draft
- Introduction of Writing Rubrics and MLA Format

Homework:
- Complete 1-3 Summary Paragraphs for Unit 1. Papers due Thursday, 1-30-14. Must be Typed and in MLA Format.

**WEEK THREE: 1/28 and 1/30**

Tuesday:
- Accuplacer Practice and Vocabulary Enrichment
- RESS 4
- Unit 2: Vocabulary Introduction, Crossword Puzzle and Compare/Contrast Three Types of Elephants

Homework:
- Finish RESS 4
- Unit 2 Crossword Puzzle
- Begin to Address Vocabulary Prompts A-J
- Complete 1-3 Summary Paragraphs for Unit 1. Paper due Thursday, 1-30-14. Must be Typed and in MLA Format.

Thursday:
- Accuplacer Practice and Vocabulary Enrichment
- Unit 2: Compare/Contrast Three Types of Elephants
- Vocabulary Prompts A-J

Homework:
- Study for Test 1 (Units 1 and 2)
- Finish Vocabulary Prompts A-J
- Rough Draft: Compare/Contrast Unit 2 Short Essay due Tuesday, 2-4-14. Must be Typed and in MLA Format
WEEK FOUR: 2/4 and 2/6 (Deadline for Success Center Session 1: 2/7)

Tuesday:
- Accuplacer Practice and Vocabulary Enrichment
- Test 1: Units 1 and 2
- Peer Review: Rough Draft for the Compare/Contrast Unit 2 Short Essay
- Unit 3: Colony Collapse Disorder

Homework:
- Finish Compare/Contrast Unit 2 Short Essay. Papers due Thursday, 2-6-14. Must be Typed and in MLA Format.

Thursday:
- Accuplacer Practice and Vocabulary Enrichment
- Unit 3: Colony Collapse Disorder
- RESS 5

Homework:
- Accuplacer Practice Quiz 2 is Tuesday (Apperson Form Needed)
- Finish RESS 5
- Rough Draft: Cause/Effect Essay (Colony Collapse Disorder) due Tuesday, 2-11-14. Must be Typed and in MLA Format.

WEEK FIVE: 2/11 and 2/13

Tuesday:
- Accuplacer Practice and Vocabulary Enrichment
- Accuplacer Practice Quiz 2
- Peer Review: Cause/Effect Essay (Colony Collapse Disorder)

Homework:
- Study for Test 2: Unit 3 Colony Collapse Disorder (Apperson Form Needed)
- Final Draft: Cause/Effect Essay (Colony Collapse Disorder) due Thursday, 2-13-14. Must be Typed and in MLA Format.
Thursday:
- Accuplacer Practice and Vocabulary Enrichment
- Test 2: Unit 3 Colony Collapse Disorder
- Unit 4: Global Warming
- Begin RESS 6

Homework:
- Read: “How to Begin to Read a Difficult Textbook”
- Access the Reading Your Textbooks link on Moodle. Look over the articles contained within the Active Reading Strategies area. Choose one to read. Take notes. Bring your notes to class next week.
- Complete at least half of RESS 6

**WEEK SIX: 2/18 and 2/20**

Tuesday:
- Accuplacer Practice and Vocabulary Enrichment
- Unit 4: Global Warming
- RESS 6 and 7

Homework:
- Complete RESS 6 and 7

Thursday:
- Accuplacer Practice and Vocabulary Enrichment
- Unit 4: Global Warming
- RESS 8

Homework:
- Finish RESS 8

**WEEK SEVEN: 2/25 and 2/27 (Deadline for Success Center Session 2: 2/28)**

Tuesday:
- Accuplacer Practice and Vocabulary Enrichment
- Unit 4: Global Warming
- RESS 9
Homework:
• Finish RESS 9
• Rough Draft: Cause/Effect essay (Global Warming) due Thursday, 2-27-14. Must be Typed and in MLA Format.

Thursday:
• Accuplacer Practice and Vocabulary Enrichment
• Unit 4: Global Warming
• Peer Review: Cause/Effect essay (Global Warming)

Homework:
• Final Draft: Cause/Effect essay (Global Warming) due Tuesday, 3-4-14. Must be Typed and in MLA Format.

WEEK EIGHT: 3/4 and 3/6 ((Deadline for Success Center Session 3: 3/7)

Tuesday:
• Accuplacer Practice and Vocabulary Enrichment
• Unit 4: Global Warming (Review)
• RESS 10

Homework:
• Study for Test 3: Unit 4 Global Warming (Apperson Form Needed)
• Finish RESS 10

Thursday:
• Accuplacer Practice and Vocabulary Enrichment
• Test 3: Unit 4 Global Warming
• RESS 11 and 12

Homework:
• Accuplacer Practice Quiz 3 is Tuesday (Apperson Form Needed)
• Finish RESS 11 and 12
WEEK NINE: 3/11 and 3/13 (Deadline for Success Center Session 4: 3/14)

Tuesday:
• Accuplacer Practice and Vocabulary Enrichment
• Accuplacer Practice Quiz 3
• “The Interlopers” by H. H. Munro/Saki
• RESS (TBA)

Homework:
• Complete the Assigned “The Interlopers” Activities
• Finish RESS (TBA)

Thursday:
• Accuplacer Practice and Vocabulary Enrichment
• “The Interlopers” by H. H. Munro/Saki
• RESS (TBA)

Homework:
• Complete the Assigned “The Interlopers” Activities
• Finish RESS (TBA)

SPRING BREAK: 3/17-3/23

WEEK TEN: 3/25 and 3/27 (Deadline for Success Center Session 5: 3/28)

Tuesday:
• Accuplacer Practice and Vocabulary Enrichment
• Unit 5: Argumentation and Analysis (The Three Strikes Law)
• Vocabulary Crossword Puzzle and Writing Prompts
• RESS 13

Homework:
• Finish RESS 13
• Work on Vocabulary Crossword Puzzle and Writing Prompts

Thursday:
• Accuplacer Practice and Vocabulary Enrichment
• Unit 5: Argumentation and Analysis (The Three Strikes Law)
• Vocabulary Crossword Puzzle and Writing Prompts
• RESS 14

Homework:
• Finish RESS 14
• Finish Vocabulary Crossword Puzzle and Writing Prompts

**WEEK ELEVEN: 4/1 and 4/3 (Deadline for Success Center Session 6: 4/4)**

**Tuesday:**
• Accuplacer Practice and Vocabulary Enrichment
• Unit 5: Argumentation and Analysis (The Three Strikes Law)
• RESS 17

Homework:
• Finish RESS 17

**Thursday:**
• Accuplacer Practice and Vocabulary Enrichment
• Unit 5: Argumentation and Analysis (The Three Strikes Law)

Homework:
• Finish Three Strikes Law Readings on Moodle
• Accuplacer Practice Quiz 4 is Tuesday (Apperson Form Needed)

**WEEK TWELVE: 4/8 and 4/10 (Deadline for Success Center Session 7: 4/11)**

**Tuesday:**
• Accuplacer Practice and Vocabulary Enrichment
• Accuplacer Practice Quiz 4 (Apperson Form Needed.)
• Unit 5: Argumentation and Analysis (The Three Strikes Law)
• RESS 18

Homework:
• Finish RESS 18
Thursday:
- Accuplacer Practice and Vocabulary Enrichment
- Unit 5: Argumentation and Analysis (The Three Strikes Law)
- RESS 16

Homework:
- Finish RESS 16

**WEEK THIRTEEN: 4/15 and 4/17 (Deadline for Success Center Session 8: 4/18)**

Tuesday:
- Accuplacer Practice and Vocabulary Enrichment
- Unit 5: Argumentation and Analysis (The Three Strikes Law)

Homework:
- Rough Draft: Argument (The Three Strikes Law) due Thursday, 4-17-14. Must be Typed and in MLA Format.

Thursday:
- Accuplacer Practice and Vocabulary Enrichment
- Unit 5: Argumentation and Analysis (The Three Strikes Law)
- Peer Review: Argument (The Three Strikes Law)
- RESS 19

Homework:
- Final Draft: Argument (The Three Strikes Law) due Tuesday, 4-22-14. Must be Typed and in MLA Format.
- Finish RESS 19
- Practice Oral Reading Paragraph.


Tuesday:
- Unit 6: Vocabulary Enrichment and Crossword Puzzles
Individual Oral Readings: *Who is Barbie, Anyway?*
Unit 6: Sociological Impact/Research Projects
RESS 20 and 21

**Homework:**
- Finish RESS 20 and 21
- Begin Crossword Puzzles for Unit 6.

**Thursday:**
- Vocabulary Enrichment and Crossword Puzzles
- RESS 24
- Unit 6: Sociological Impact/Research Projects
- Groups Formed and Topics Chosen

**Homework:**
- Finish RESS 24
- Finish Crossword Puzzles for Unit 6
- Bring a one-page advertisement from a magazine to class Tuesday.

**WEEK FIFTEEN: 4/29 and 5/1 (Deadline for Success Center Session 10: 5/2)**

**Tuesday:**
- Vocabulary Enrichment
- Unit 6: Sociological Impact/Research Projects
- RESS 25

**Homework:**
- Finish RESS 25

**Thursday:**
- Vocabulary Enrichment
- Unit 6: Sociological Impact/Research Projects
- RESS 31

**Homework:**
- Finish RESS 31
WEEK SIXTEEN: 5/6 and 5/8

Tuesday:
- Vocabulary Enrichment
- Unit 6: Sociological Impact/Research Projects
- Parenthetical Citations and Works Cited Pages
- RESS 26

Homework:
- Finish RESS 26

Thursday:
- Unit 6: Sociological Impact/Research Projects
- Parenthetical Citations and Works Cited Pages
- RESS 33

Homework:
- Finish RESS 33
- Parenthetical Citations and Works Cited Pages for Research Projects

WEEK SEVENTEEN: 5/13 (Normal Schedule) and 5/15 (Final Exam)

Tuesday:
- Unit 6: Sociological Impact/Research Projects

Homework:
- Final Draft: Research Projects

Thursday: Final Exam Day: Note Time Changes!

T/TH 10:00-11:50 class meets: 8:45-11:15 a.m.
T/TH 2:00-3:50 class meets: 2:15-4:45 p.m.

- Unit 6: Sociological Impact/Research Projects due. (Must be Typed, have a Works Cited page and be in MLA Format.)

**Final Exam Office Hours:**
Thursday May 15, 11:15-2:15
Friday May 16, 11:15-11:30