

# ENG101b Academic Reading II

2nd quarter, Sophomore

<b>Instructor</b>	Kelly King, Ph.D.
<b>Class Style</b>	Seminar
<b>Active Learning</b>	Active Learning Course
<b>Number of Credits</b>	1
<b>Day and Period</b>	Monday, period 4, Wednesday, period 2/Tuesday, period 2, Thursday, period 2

## Course Description

In this course students will undertake intensive reading of authentic university-level texts in various academic disciplines in order to improve their reading rate and comprehension. The focus in this course is specifically on academic texts. Because skillful analysis and engagement with text is so important to academic success, ENG 101 aims to support students through an emphasis on the self-directed learning of reading skills that, in turn, engenders a stronger ability to comprehend and comment on texts. English 101 will provide students with ways to increase their repertoire of practical metacognitive reading skills in order to read more critically and analytically. Students will be expected to participate in and lead discussions on academic texts.

## Course Objectives and Goals

- Overcome the fear of reading academic texts in large quantity and become confident, skillful readers.
- Further develop and use a variety of strategies to improve both reading rate and global comprehension of academic texts.
- Continue to build metacognitive strategies for improved reading proficiency.
- Build on vocabulary recognition, understanding, and use of context to better understand unfamiliar vocabulary, terms, and concepts.
- Learn to recognize levels of generality, repeated references, and relationships among ideas within written texts.
- Recognize metaphors and definitions in a text.
- Further develop the ability to critically analyze and raise question about academic texts.
- Further develop the ability to participate in and lead academic discussions on academic texts.

## Class Materials

Spears, Deanne. (2013). *Improving Reading Skills: Contemporary Readings for College Students, 7th Edition*. Boston, MA: McGraw-Hill. ISBN: 0073407313

## Evaluation Method

40%	Weekly Quizzes
10%	Written Assignments
30%	Exams
20%	Individual/Student Lead Discussions & Participation

## Attendance Policy

100% attendance is expected, though up to **one (1)** of the total number of class meetings (30) may be excused. **Two (2)** absences will result in the loss of one letter grade. **Four (4)** absences will result in a failing grade. Only personal family emergencies and urgent medical care are recognized as legitimate excused absences; otherwise, students are expected to attend classes.

Medical absences can only be excused with a receipt of payment from a recognized clinic or hospital. Students must be on time. **Three (3)** times late will result in one absence.

### **Class Schedule (subject to change)**

---

#### **Week 1**

Read— “Patterns of Development and Transitional Elements” & Martin Lindstrom *Selling Illusions of Cleanliness*

#### **Week 2**

Quiz 7

Read— Val Plumwood *Being Prey: Surviving a Crocodile Attack*

Student-led Discussions

#### **Week 3**

Quiz 8

Read—Debra J Dickerson *Raising Cain* & Tamara Lush *Living inside a Virtual World*

Student-led Discussions

#### **Week 4**

Quiz 9

Read—Carlin Flora *Hello, My Name is Unique* & Marc Ian Barasch *The Bystander's Dilemma: Why do we Walk on By*

Student-led Discussions

#### **Week 5**

Quiz 10

Read— “Persuasive Writing and Opinion Pieces” & John Stossel *The College Scam*

#### **Week 6**

Quiz 11

Read— John Edgar Wideman *The Seat Not Taken* & Andy Brooks & Steve Weber *Disarming the Hooligans Among Us*

Student-led Discussions

#### **Week 7**

2 Academic Readings from the Social Sciences—TBD

#### **Week 8**

2<sup>nd</sup> Quarter FINAL EXAM

### **Preparation and Follow-up**

---

- Preparation: Read the relevant portions of the reference materials (about one hour)
- Follow-up: Review the content of the lecture and note any points you are not sure of (about one hour)