

# **READING AND CRITICAL THINKING**

## **ENGLISH 0305**

### **Spring 2005**

**Instructor:** Dalia Khalaf

**Office/Mailbox:** LIB 202 H

**Course Days:** MWF 9:30 AM-10:50 AM

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**Office hours:** MWF 1:15PM-2:15PM; TTH 10:00AM-11:00AM; you may also schedule a meeting by appointment.

#### **Text Books and Supplies:**

*A World of Ideas* by Lee Jacobus

*Analytical Reading and Reasoning* by Arthur Whimbey

*Lassi text Booklet*

*American Heritage or Webster's Dictionary*

Two folders

Scranton Test Answer Sheet B – Form No. 19641 / a stapler

**Description:** This course is hard to categorize because it is not simply a reading class. While it is not a composition class, you will be expected to practice writing. It is not an orientation course, but there are orientation-like components. While English 0305 does include all of these approaches, it can probably best be categorized as a problem solving or critical thinking course. The reasoning and learning strategies emphasized in this class are not only applicable to your other academic courses but also your everyday living and decision-making. You will be asked to summarize, synthesize, and evaluate college reading materials as well as your own decision making process. You will hone your analytical skills in reading, writing, and goal setting. You will be asked to explain, annotate, and justify. If your brain “hurts from thinking” at the end of the class period, then you’ll know, you have put in a good day’s work.

#### **Learning Outcomes for English 0305**

\*Demonstrate an understanding of the components of the reading process including: previewing to activate knowledge, and to establish a purpose for reading; incorporating study skills in assimilating new knowledge; use recall techniques to verify comprehension.

\*Demonstrate comprehension of various types of reading passages by: using metacognitive strategies to determine self-need, and applying fix-up strategies to correct failures in comprehension.

\*Demonstrate an understanding of the critical thinking process as it relates to comprehension of various types of reading passages by: applying knowledge gained from reading, synthesizing knowledge gained from reading, and critically evaluating reading

## ADA Statement

If a student requires reasonable accommodations because of a physical, mental, or learning disability, he/she should notify the instructor of this course as soon as possible.

## Attendance Policy and Class Participation

The State of Texas no longer has a required attendance policy; it is currently left to each instructor to set this policy. Students at NHMCCD may drop a developmental studies course at any time; however, they still must satisfy their D.S. prerequisites prior to continuing on to college-level courses. Participation will be measured by in-class exercises completed; however, you must be in class—on time and present for the entire class—to qualify for minimal credit. Role will be taken at the beginning of class: if you are not there *when role is taken*, you will be regarded as having missed the class; if you leave early for any reason, you will be regarded as having missed the class. ***NOTE: In the college classroom, there are no excused or unexcused absences; you are either in class or you are not.*** If students expect to be absent for an extended period of time, they should contact the instructor beforehand. **A student will be dropped from the course after missing three (3) classes. Four (4) tardies will equal one absence.**

There will be a great deal of in- and out-of class reading and writing assignments, so your attendance—in every class and on time *with your text in hand*—is expected. Learning any new skill takes practice, so just showing up for class will not be enough; you must actively participate in the exercises we will be practicing in class. Learning is a process, and like any process, you must learn to take small steps before you can master the more interpretive problems.

**Journals:** One of the main objectives in this course is to introduce students to literary summary and analysis. Journal writing will help you to develop and practice the skills you need to do analytical reading and reasoning. Journal writing will help you to master the systematic approaches for reading, analyzing, and interpreting written material.

You will be required to keep a Current Events journal. ***In your own words***, summarize the article or essay you have read from a magazine or a journal (such as Time, Newsweek, or Life). You may also use the Internet. At the end of your summary, briefly discuss your opinion of the article subject matter. The original article should be ***at least one page in length***. The name and date of the article, the author's name, and the magazine's name should be written in the top, right-hand corner of the page. Journal articles should be current (written within two weeks of the date you turn it in). At the bottom of the page you should list in complete sentences:

1. The main idea (What is the article about?)
2. The supporting details (at least three)
3. Vocabulary words you looked up
4. The author's purpose (Why did the author write this article? What was his/her argument?)

You are required to write two journal entries per week, to be turned in every other Wednesday. Journals should be typed. Your first set is due on Wednesday of week 3. Attach a copy of the original article to each journal entry with the article's date showing. Journals that do not meet these minimum requirements will be unacceptable. You may

turn in **one (1) late journal** no later than **ONE class meeting** after the original due date unless I have approved other arrangements within that time. **The Grade will be lowered (10) points.**

### **Behavior in the College Classroom:**

Some of you may be attending college for the first time. Some of you may have recently attended high school classes in which behaviors were tolerated which are not acceptable –nor tolerated—at college. You may have even had classes at Kingwood College or other institutions of higher learning in which an atmosphere conducive to learning has not been maintained. A college classroom is like a business in some ways. For example, if one (or more) person disrupts the flow of productivity and /or creates low morale among his/her colleagues, then that person will be fired in order to maintain productivity and harmony among the workers. In this classroom, you have all paid for the privilege of learning; therefore, no student will be allowed to interfere with the learning process of others. Listed below are typical classroom behaviors to be avoided. Failure to do so will result in your being dropped from the class.

1. Talking to others during the lecture or class discussion.
2. Sleeping and eating in class.
3. Use of beepers or cell phones.
4. Arriving without books, paper, or homework.
5. Not taking notes.
6. Physically or verbally expressing disinterest or displeasure with the class, or complaining about an assignment or class policy/procedure. (**After class**, you may schedule a conference with your instructor to express concerns.)
7. Using inappropriate language in class, or showing any kind of disrespect to any one in the class.
8. Arriving late.
9. Leaving early or during a class break.
10. Poor class attendance.
11. Not participating in class.

### **Late and Makeup Work**

It is the student's responsibility to submit all assignments on time, since late submissions are not accepted in college classes. All assignments are due at the beginning of the class. Do not slip them into my mailbox at anytime. Tests will rarely be made up and only with my consent. There will be a 10-point penalty. Please be aware that there are no make-ups for pop quizzes and class exercises. If you are absent, it is your responsibility to find out about all class discussions, assignments, and exercises before the next class. It is *your responsibility to turn in assignments on time even if absent the day the work is due.* You may email the assignment to me (**Excluding Journals**) no later than the end of the class period on the absence day. If the assignment is received after the end of the class via email, it will not be graded. In the event the instructor has to miss class, a substitute instructor will make arrangements for students to complete class assignments. Students are still required to turn in assignments if the instructor is absent.

## Passing the Course

- In order to pass this course, a student must complete the course with an average of 70% or better on all course requirements (e.g., final exam, tests, journals, etc.)
- **The Final Exam is mandatory; all students must take it.**

## Grade Distribution:

Homework, quizzes, class exercises and participation	15%
Attendance	5%
Journal	20%
Tests 1 and 2	40%
Final exam	20%

## Grading Policy

Final grades in this course are A, B, C, or F. There are no Ds in English 0305. Students' grades from the above assignments will be averaged and the following evaluation scale will be used for the determination of the final grade:

A = 90-100

B = 80-89

C = 70-79

F = below 70

## Tentative Class Schedule

- Week 1** Introduction/ course overview. Various tests.  
Selected readings from *Jacobus*. Unit 5 (Whimbey)
- Week 2** Demonstrate your understanding of the text by Writing Summaries/Graphic Organizers/Annotating and Marking the text/Note taking.
- Week 3** Active reading: Marking the text in *Jacobus*.  
Unit 13. Journal is due on Wednesday. Bloom's Taxonomy.
- Week 4** Unit 7- selected readings. Learning Styles; Discuss study skills development for each type: Auditory, Tactile, and Visual.
- Week 5** Selected readings. Time Management.  
Journals are due
- Week 6** Selected readings.
- Week 7** Test # 1. Directed reading.

**Unit 8. Journals are due**

- Week 8** Selected readings. Maslow's Hierarchy.  
**Unit 11.**
- Week 9** Directed Readings. Journals are due
- Week 10** Directed Readings. Unit 12
- Week 11** Directed Readings. Journals are due. Unit 14
- Week 12** Test # 2. Unit 15
- Week 13** Directed Readings. Oral Presentations of Career Search
- Week 14** Unit 16. Selected readings
- Week 15** Unit 16
- Week 16** Review
- Week 17** Final Exams