



**Guided Studies
Northeast College**

GUST 0342—College Critical Reading and Thinking II

CRN 52986 - Fall 2011

Pinemont Campus - Room B108 | 11:00 am-1:00 p.m. | Tues/Thurs

3 hour lecture course (3 hours lecture, 1 hour lab) / 64 hours per semester/ 16 weeks

Instructor: Paulette Heidbreder

Instructor Contact Information: Office phone—713-718-8051; e-mail -- p.heidbreder@hccs.edu

Office location and hours

Feel free to come by my office anytime during these hours:

In Room 149, Pinemont Learning Center--9:30-noon MW, 1:00-3:30 pm TTH, Fridays by appointment;

In Room 423, Northline Learning Center--2:00-6:00 pm MW

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class and others you are taking is important to me. I am available to hear your concerns, to discuss course topics or to assist you with writing assignments.

Course Description

College Reading II is a continuation of reading skills introduced in GUST 0341. Stronger emphasis is on critical reading and critical thinking skills. The goal of GUST 0342 is to teach students to analyze materials thoughtfully, synthesize materials from various sources, and apply outside information to their reading. This course also prepares students to develop the mindset and stamina to handle the demands of college-level reading in a variety of disciplines as well as to understand, develop and evaluate arguments. Classroom instruction will be enhanced by online lab activities as well as the use of the Internet for one research assignment.

Prerequisites

Students are placed in GUST 0342 following successful completion of GUST 0341 or based on their performance on the Texas Higher Education Assessment (THEA) or an HCCS-administered alternative THEA test. GUST is the third and final course in a required three-course remediation sequence for college reading.

Course Course Goal

To help students become more independent, confident and efficient learners so that they are better able to meet HCC's academic standards and successfully attain their own educational and career goals.

In this course, there is a strong emphasis on reading and thinking skills. This course is designed to teach students to analyze materials thoroughly, synthesize materials from various sources and apply this information to their reading.

Course Student Learning Outcomes (SLOs)/SCANS and/or Core Curriculum Competencies

The student will be able to:

1. Acquire vocabulary that will help him/her better understand readings in a variety of core disciplines.
2. Identify main ideas and supporting details in a variety of reading selections.
3. Identify relationships in reading selections.
4. Develop reading retention skills.
5. Acquire communication and learning skills.
6. Acquire technical, organizational and testing skills.
7. Develop critical thinking skills.

Learning objectives

Students will:

- 1.1. Apply context clues to determine the meaning of words and phrases.
- 1.2. Delineate the meaning of figurative language.
- 2.1. Show stated and implied main ideas and supporting details in written material.
- 2.2. Show a writer's purpose, intended audience, viewpoint, tone and intended meaning.
- 2.3 Describe the relationship of ideas in written material.
- 3.1. Show inferences.
- 3.2. Identify conclusions.
- 3.3. Describe various perspectives on an issue.
- 3.4. Acquire problem solving methods.
- 4.1. Determine assumptions underlying a writer's argument..
- 4.2. Show the reasoning in a writer's argument.
- 4.3 Calculate the overall logic and credibility of a writer's argument.
- 4.4. Show fallacies.
- 5.1. Prepare outlines.
- 5.2. Acquire Note-taking skills.
- 5.3. Delineate visual aids.
- 5.4. Apply written directions.
- 5.5. Produce a summary of reading assignments.
- 5.6. Exhibit use of the college library for academic research.
- 6.1. Develop technological proficiency.
- 6.2. Organize information.
- 6.3. Prepare for and exhibit taking tests successfully
- 7.1. Draw an analysis of the relationship of ideas in written material.
- 7.2. Make inferences and generate conclusions.
- 7.3. Illustrate various perspectives on an issue.
- 7.4 Employ problem solving methods.
- 7.5. Determine assumptions underlying a writer's argument.
- 7.6. Determine the overall logic and credibility of a writer's argument.

7.7. Apply the overall logic and credibility of a writer’s argument.

7.8. Determine fallacies.

16 WEEK COURSE CALENDAR

Week 1 8/30	Course introduction. Critical thinking and reading for college success. Metacognition and capturing your reading process. Reading: “Autobiography of Malcolm X” excerpt
Week 2 9/6	Active learning/thinking, maintaining concentration when you read Read: Chapter 1, <i>Bridging the Gap</i> MRL assessments in lab--must have MRL code
Week 3 9/13	Vocabulary strategies, word parts Core reading: psychology Read: Chapter 2, <i>BTG</i> , Vocabulary, concept prep for psychology 46-47, 197-198 MRL: Vocabulary and 1 Lexile
Week 4 9/20	Strategic reading Read: Chapter 3, <i>BTG</i> , Strategic Reading and Study, “Monkey Love” <i>BTG</i> 188-192 MRL: Textbook Reading and 1 Lexile Debate Project: Choose debate groups and begin exploring issues to debate
Week 5 9/27	Stated main ideas, supporting details Core reading: political science/criminal justice Read: Chapter 4, <i>BTG</i> , Main Idea, Concept prep for political science <i>BTG</i> 397-398 Mary Barnett trial MRL: Stated Main Idea, Implied Main Idea Debate Project: Select topics for debate Take Home Quiz 1
Week 6 10/4	Supporting Details, implied main ideas, summarizing, trial conclusion (Chapter 4 continued) Debate Project: Pick sides for presentation, find article for research Mary Barnett essay assigned MRL: Supporting Details and 1 Lexile
Week 7 10/11	Problem solving Core reading: history Read: concept prep for history, <i>BTG</i> 121 MRL: Summarizing and paraphrasing Take Home Quiz 2
Week 8 10/18	Patterns of organization, signal words Read: Chapter 5, <i>BTG</i> , Patterns of Organization MRL: Patterns of Organization and 1 Lexile Debate Project: Analyze article for debate research using article report form, evaluate sources of evidence

- Week 9**
10/25 Organizing Textbook Information: annotation, outlining, mapping
Core reading: biology
Read: Chapter 6, *BTG*, Organizing Textbook Information
Midterm Exam
MRL: Outlining and Mapping
Reading Dialogue Notebook Review: should include note takers on core readings in psychology, political science, history
- Week 10**
11/1 Inference
Core reading: literature, poetry, art history
Read: Chapter 7, *BTG*, Inference, concept prep for literature pages 210-211, 377-378
MRL: Inference and 1 Lexile
Debate Project: Draft intro/ thesis to debate paper, develop outline of key evidence to support, begin practicing delivery of main points supporting your POV with your team
- Week 11**
11/8 Point of view, purpose and tone, bias, fact/opinion
Core reading: environmental science, chemistry
Read: Chapter 8, *BTG*, “Role of Humans in Global Warming” 441-445
MRL: Purpose and Tone
Debate Project: Finish article analysis form, creating Works Cited page
- Week 12**
11/15 Critical thinking, fallacies
Read: Chapter 9, *BTG*, Critical Thinking
Debate: Outline of presentation, including main points with roles assigned
One-page ‘editorial’ on debate issue (compressed draft of debate argument)
Quiz 3
- Week 13**
11/22 Graphic illustrations
Core reading: Economics and math
Read: Chapter 10, *BTG*, Graphic Illustrations
Thanksgiving holidays, Nov. 24-25, no class
- Week 14**
11/29 **Debate presentations**
MRL: Graphics and Visuals
- Week 15**
12/6 **Finish Debates, Debate papers due, all MRL units due, Reading Dialogue notebook due, final exam review; Quiz 4--MRL post-assessment in class (graded)**

Final Exam: Tuesday, Dec. 13, 11:00 am-1:00 pm--MANDATORY, STUDENTS CANNOT PASS THE COURSE WITHOUT TAKING THE FINAL EXAM

****Items on Course Calendar and Syllabus subject to change during semester**

Instructional Methods

A variety of instructional methods will be used throughout the semester, including but not limited to, guided practice, class and small group discussions, in and out-of-class reading and writing, videos, internet research, presentations, note takers, use of software, some lecture and online instruction. This course has an online laboratory component completed through use of My Reading Lab.

Student Assignments

Student assignments in this course consist of lab work (My Reading Lab), reading dialogue note takers, two minor essays and a debate paper/presentation. Detailed instructions on the MRL component and the debate project will be made available in a timely manner during class, but the main components are described as follows:

My Reading Lab (MRL)

Students will receive approximately one lab assignment per week where they will have to *complete for credit* **2 practice exercises** and **1 test** as well as **1 Lexile reading level assessment unless they “test out” of this requirement via pre-assessments given the second week of class.** (See information below regarding pre-assessments and placement.) MRL assignments will count **30 percent** of your grade in the course (30 points on your final course grade). To receive credit for the practice or test portion of an MRL segment, you must achieve a grade of **70 or above** on the section test and on *at least one* of the two exercises. You are permitted to re-take an exercise or test to achieve requisite scores until you achieve the requisite score or the program issues you and your professor an “alert” and locks you out of the section. Alerts can be removed only after consulting with your instructor. Each MRL section focuses on an important Student Learning Outcome (SLO) of the course. (See SLOs.) To insure you are getting the full benefit of MRL critical core reading practice, all lab assignments must be started in lab on the day they are assigned (usually the Thursday of the week these assignments are scheduled on the course calendar). *Students must work at least 30-45 minutes on the section assigned in lab on the day it is assigned or the grade for that section will not be counted.*

MRL pre-assessments and placement

Students will be given reading skills assessments during the second week of class to determine their beginning reading level in the course. These beginning assessments will *not* be graded. However, the results will help your instructor tailor your MRL assignments to your needs for skill practice and will determine the extent of your assignment in each MRL section during the semester. An MRL code is required to complete the assessments. The code is bundled with the course textbook at the time of purchase or can be purchased online. A *graded* post-assessment will be given students at the end of the semester to measure progress they made during the class. The post-assessment counts as Quiz 4. More specific information on the pre- and post-assessment and how the post-assessment is graded will be covered later in class. A student’s lab grade in the course will be based on the total number (%) of MRL practice exercises and tests that have been completed successfully during the course. For example, if a student is assigned 35 practice exercises, tests and Lexiles on MRL for the semester and completes 30, the student will have completed 86% of their assignments successfully and his/her lab grade would be 86 for the semester.

Completing MRL sections/modules

Once an MRL module is made available online, students will have approximately two weeks to complete it (except for the final module). Students may re-take a practice exercise or test until they achieve the requisite passing score (70 or above). Once the deadline passes for an assigned section, students will no longer be able to access that section.

A note on MRL access and assistance

MRL access is available to students anywhere they can sign on to the Internet at www.myreadinglab.com once they have registered online. Our class will register as a group in class during the second week of the course. Students must have purchased their books and code by then. An online text comes with the purchase of the code online. Please see section above for in-class work requirements. Students are welcome to use the

computers in the Pinemont or Northline Learning Centers or libraries or their own computers to finish MRL assignments outside of class lab time as homework.

IMPORTANT: Please see me if you experience any technical difficulties when accessing MRL or have trouble passing MRL practice exercises and tests, either during class, in the open lab or outside of class. Allow yourself plenty of time to complete MRL assignments so that a technical glitch does not cause you to miss an assignment deadline. If you encounter technical problems outside of class, you may also contact the MRL publisher tech support by phone or e-mail. Contact information is located www.myreadinglab.com. If MRL technicians or your instructor tell you they will check into a technical difficulty for you, be sure to follow up with them if the problem persists after 24-48 hours.

Please contact me if you would like to meet with me in the lab for special one-on-one assistance after class or consult with one of the Learning Center's lab assistants in the open lab.

Reading Dialogue Notebook

Adapting our reading processes as well as our thinking processes to different types of reading material will be an important focus of this class, and such adaptation requires us to bring *all* of the mental faculties we possess to the task. At times during class, I will invite you to engage in “metacognitive conversation” and make your thinking processes “visible.” Completing the Reading Dialogue note taker pages will be an integral part of this process. Reading Dialogues are to be compiled in a folder with fasteners and will be collected periodically for inspection. Students will receive a partial grade for quality and completeness of the Dialogue notetakers at each collection throughout the semester. The Reading Dialogue notebook grade counts two-thirds of the final class assignment average. (Two minor essays count for the other third.)

Reading Dialogues for this course consist of two parts:

- 1) a set of **pre-reading questions** intended to encourage you to focus on essential points or points of view expressed by the author, make predictions for what is to come in the passage, think visually about what the author is saying, to activate prior knowledge you may have on the subject as you read, to note questions or confusions about the material, and
- 2) a T-table **note-taker page(s)** in which you list EVIDENCE (or the main points) from the reading and your INTERPRETATION of (or reaction to, questions about, or thoughts about) those points.

Usually, you will receive a Reading Dialogue assignment each time *a core reading assignment* is made. These Reading Dialogues will be used as the basis for in-class activities—as a means of further reflection on a reading from the text, as a means of initiating small group and whole class discussion, as a thinking activity in the next class, and/or as a means for thinking more deeply about and practicing reading skills covered in My Reading Lab.

Debate Project

At the end of the semester, students will use all the critical reading and thinking skills they've honed during the course to participate in debates. The GUST 0342 debate project counts **20 percent** of a student's final grade and consists of three components: 1) oral debate presentation (group activity), 2) written debate research paper, and 3) an article analysis form. Students will work in groups of no less than 4 and no more than 6 to prepare a debate on a current issue or local social problem that they will present to the class. Potential topics/issues for debates will be discussed in class. Students then will form groups and choose a debate topic. Students will be given several weeks to research their issue and will work together to prepare

the presentation. Each student is responsible for providing at least one 3-5 page article for the group's research. Any student who does not show up for the presentation on the date scheduled or who does not participate in his/her group's discussion/debate will receive a zero (0) for the presentation portion of his/her debate grade.

Each student is also responsible for turning in his/her own typed 5-page debate research paper on the issue his/her group debates. Format and specific content instructions, including those on documentation and preparing a Works Cited page, will be provided later in the semester. As part of the debate paper that will be turned in on the last week of class, students will be required to complete an analysis of the article they provided for their debate group's research.

Quizzes and exams

Students will be assigned 4 minor quizzes throughout the semester. One of the quizzes will be the end-of-semester post-assessment on MRL. Together, the quizzes count 10 percent of a student's total grade in the course. The quizzes will assess the course's learning objectives listed earlier in this syllabus.

The midterm and final exams averaged together count 20% of the final course grade. All students are required to attend midterm and final exam sessions in class. **A student who fails to take the final exam in this course will receive a failing grade (IP/F) in the class even if their final average is 70 or above.** If you encounter a problem which will cause you to miss either the midterm or the final exam, notify me *immediately*. A student who does not take the midterm or the final exam receives a zero as his/her midterm/final exam grade.

Course Grade determined as follows:

Class assignments (Reading Dialogue Notebook, 2 minor papers)	20% of your final grade
Debate Project (Oral and written components)	20% of your final grade
Midterm Exam	10% of your final grade
Final Exam	10% of your final grade
Reading Quiz Average (includes 3 take-home quizzes plus final MRL assessment)	10% of your final grade
My Reading Lab	30% of your final grade

Instructional Materials

TEXTS: Smith and Morris, *Bridging the Gap*, 10th ed. Pearson Longman, 2011.

My Reading Lab online access--comes bundled with text in bookstore. Students purchasing a used text will need to purchase the code separately (6 month access \$15).

We will also use *The Miniature Guide to Critical Thinking, Concepts and Tools* by Dr. Richard Paul and Dr. Linda Elder as a reference for the course's critical thinking component. I will provide these materials.

Note paper, pens, pencils, folder with fasteners for compiling reading dialogue note takers, USB drive or portable media for saving written work.

HCC Policy Statements

Services to Students with Disabilities

Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Kim Ingram at the Northline Campus or call 713-718-8420 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Services Office.

Class Attendance

It is important that you come to class! You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences **in excess of six (6) hours of instruction, or 3 class meetings**. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or be able to hand in a paper for you if you unavoidably miss a class.

List the name, phone number and e-mail address of two classmates here for ready reference later in the semester:

Name	Phone	E-mail
Name	Phone	E-mail

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. ****Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. This semester the deadline for withdrawals is Thursday, November 3, 2011 at 4:30 pm. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.** If the instructor has not dropped you for excessive absences before the drop deadline and you fail to officially withdraw yourself, **you will receive a grade of FX.**

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC began charging a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a **positive learning environment for everyone**. I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and help me achieve this critical goal.

Please be respectful of the learning environment and of your fellow students and instructor by refraining from cell phone use during class (mute the phone), by entering or exiting the classroom quietly while class is in session, by not talking when others have the floor or a presentation is being made, by keeping laptops and other electronic devices stored in your backpack (if a device is necessary for class participation, please speak with the instructor), by keeping your going in and out of the room to a minimum when class is in session, by addressing classmates and the professor with respect during class sessions, and by coming to class with your texts and materials necessary for participation in the day's activities.

Use of Camera and/or Recording Devices

Use of recording devices, including camera phones and tape recorders, is **prohibited** in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the College's Policy on Academic Honesty, found in the student handbook. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion. Full descriptions of cheating, plagiarism, collusion available on Learning Web or in Student Handbook.

Children on Campus

We love children and understand that parents often face child care problems. However, the campus is a work place, and the purpose of our presence here is the business of education. Therefore, we cannot allow children in the college classrooms or labs or unattended on campus. We ask for your cooperation in adhering to this policy.

HCC Grading Scale

90 - 100 = A 4 points per semester hour

80 - 89 = B 3 points per semester hour

70 - 79 = C 2 points per semester hour

*Below 70 = IP (if taking class the first time), "D" or "F" given for scores below 70 when student is taking the class for second or succeeding time; "FX" is given in the event a student stops coming to class after the official withdrawal date. **IP, D, F and FX signify failing grades in the class and that the course must be retaken to satisfy reading pre-requisite for "college readiness."**

Instructor's grading criteria/policy

Class assignments are due at the beginning of the class period of the day they are due. **Late work is NOT accepted UNLESS PRIOR ARRANGEMENTS HAVE BEEN MADE.**

Once deadlines for online lab assignments have passed, you will no longer be able to access them on My Reading Lab and a **zero** will be recorded for your grade on that part of the MRL module.

IMPORTANT: If you cannot come to class on a day an assignment is to be turned in, please make arrangements for someone to deliver the materials for you.

HCC Policies

Students may access the College's Student Services Policies on the HCC website:

<http://hccs.edu/student-rights> .

EGLS3 – Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.