SYLLABUS
ED-LLC/ACAD 120 Comprehension of Textbooks and Text Structure (3 credit hours)
Fall 2015
M W F 10:30-11:20 Room E525

Teachers
Jamie Armstrong, Professor: Education 511, 426-3974, jarmstr@boisestate.edu

Office Hours: Listed below and by appointment:

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<tr>
<td>Jamie Armstrong</td>
<td>12:30-1:30</td>
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Catalog Description

ED-LLC 120 COMPREHENSION OF TEXTBOOKS AND TEXT STRUCTURES (3-0-3)
(F/S). Emphasizes comprehension, vocabulary, and study strategies based on the organizational
patterns found in college textbook chapters, informational essays, and news magazine articles.
Direct applications of strategies to the reading materials in students’ current university courses.
PREREQ: Advisor referral and permission of instructor. Cross-listed with ACAD 120.

Course Objectives

The major objectives for students in this course are as follows:

I. To increase your ability to comprehend and study printed text;
II. To increase your reading vocabulary;
III. To develop and/or maintain positive attitudes toward reading and other academic work.

We want you to get the most from your university education!

Required Texts

   Primis.
   Boise, ID: Boise State University.

Optional Text

Vocabulary Building (7th ed.). Boston: Wadsworth Cengage. This is a text that may be
used in connection with Individual Project #1; see Supplement, p.3.
Evaluation

A grade for the course is determined by the quality and punctuality of completed assignments, and attendance, according to the following percentages:

- 20% Attendance & Class Participation
- 20% Vocabulary Assignments & Vocabulary Quizzes
- 40% Individual Projects
- 20% Reading Assignments & Assessments of Reading

Please note: Assignments are due at the beginning of class on the due date. Late assignments will be accepted but, for each class day late, they will drop a grade (for example, from 90% to 80%, from 9 to 8 points, or + to √). Assignments may be revised for a higher grade: you must submit the original graded assignment along with the changes no later than the class following the date your original assignment was returned to you.

We also use the following scale for short assignments:

+, √+, √, √-, −: 0. At the end of the semester, I convert these symbols into the following number equivalents (on a 100-point scale): + = 96, √+ = 88, √ = 80, √- = 72, − = 64, 0
(Assignments not turned in receive 0 points).

A letter grade for each student will be determined by the following grading scale:

| 90-100 | A |
| 81-90  | B |
| 70-79  | C |
| 60-69  | D |
| Below 60 | F |

ATTENDANCE & CLASS PARTICIPATION (20%)

Instruction and learning take place in class, so both are important for you to achieve the goals of this course. Please check with the professor about making up any absences that you have from class. Class participation involves both discussion and writing. During class, I expect each student to be attentive and not to make distracting sounds or actions, so that everyone can learn. Thus, I expect that electronic devices will be on silent mode and put away, unless you’re using them to take notes, and that we’ll all do our part to create a class atmosphere of mutual respect.

Class discussion involves talking and listening to other students as well as the teacher on a variety of course topics. Writing involves Postings and Comments to the class blog.

To participate in the class blog, follow these steps:

1. On the Internet go to this site: [http://wordpress.com](http://wordpress.com)
2. Enter your Email address, User name, and Password.
3. At the bottom of the information box, to the right of “Blog Address,” you’ll see the words, signup for just a username, click on this if you want to participate only in our class blog; you’ll go to another page and complete the information boxes. If you want your own blog address, stay on this page and fill out the information boxes.

You’ll need to remember which email address you’re using, your Username, and Password. You may want to write these down and keep this information in a place where you can easily find it.

4. Submit your information
5. You’ll be sent an email asking you to confirm your registration.
6. Confirm you registration with wordpress.com
7. Send me an email from the email address you used when you signed up at wordpress.com
8. I’ll invite you to be a Contributor to our class blog.
9. Then, whenever you Log in to wordpress.com, you’ll be able to access our class blog site.

In class, your instructor will direct you to the blog posting that has specific guidelines. Over the course of the semester, you’ll be asked to write about your experiences in learning and applying course strategies, such as Preview, Read and Mark (P-R-M) and Cmaps, and perhaps more. You’ll also be asked to read and reply to blog postings by several other classmates. The purpose of these writings is to improve your knowledge of strategies and to improve your ability to reflect and problem-solve in relationship to using course strategies.

**VOCABULARY ASSIGNMENTS & QUIZZES (20%)**

I. Latin Roots. Students are required to learn the definitions (with 2 examples) of Latin roots that are presented in class. Quizzes will be given regularly on Latin roots.

II. Latin Prefixes. See pp. 7-9 in the Supplement for details concerning these assignments.

**INDIVIDUAL PROJECTS (40%)**

You are required to complete one of the following Individual Projects, based on an area of reading and vocabulary that you would like to focus on for 10 weeks. See the Supplement, pp. 3-5 for essential information about the Individual Projects.

1. Vocabulary Building.
   Complete the reading, Exercises, and Comprehensive Tests in The Least You Should Know About College Vocabulary Building. Every week you are required to provide evidence of completing the Practice Exercises. At the 4th and 10th weeks of the projects, you will write a reflection on what you’ve learned from the project.

2. Reading Comprehension.
   Choose readings from your college courses: a minimum of 6 pages (for each week’s assignment) of text from textbook chapter (at least a major section) or an assigned essay, article or short story, and/or a chapter of an assigned novel. Based on your selected text,
complete a Text Hierarchy, PRM, and either Text Annotations or Vocabulary Cards. The Text Hierarchy represents the author’s thread of meaning and may be in either outline or map format. Reflections are due during weeks 4, 7, and 10 of the project.

3. Reading Rate.
Select a book (novel or non-fiction) with a DRP rating close to your Independent Level DRP score from the Degrees of Reading Power assessment. Read for a minimum of 20 minutes a day on four days each week (7days). During the first week, establish a baseline reading rate. Then push yourself to read 10% faster until you can read at your new rate without losing comprehension. Maintain a Reading Log of your reading sessions and calculations of reading rate (words per minute). Considering your progress and challenges in improving your reading rate, write brief reflections, which are due at the end of the 3rd, 7th, and 10th weeks of the project.

READING ASSIGNMENTS & READING ASSESSMENTS (20%)

Reading Assignments (15%). See Preliminary Calendar (handout).

Reading Assessments (5%)
1. During the semester your reading may be assessed by having you read a selection and answer questions about content. Your reading rate will also be determined.
2. During the semester you will practice one or more speed reading techniques, and your reading rate will be determined.

Self-Starter Checklist

If you’re a self starter and make your education a high priority in your life, you’re going to be successful and have satisfaction as a university student. The following checklist gives you some suggestions for being a self starter. No one except you can give you a “self-start” button. However, if you are a self starter—that means doing 90% of these actions 90% of the time—then you will be awarded a “self-start button” (a key tag with “self-start” printed on it) as a symbol of your achievement and your dedication to being an excellent student.

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<td>1. Read the syllabus for each course. For each course, decide what strategies you’re likely to use to learn all of the important information and to review it for tests.</td>
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<td>2. Buy your books for each course. If you can’t buy your books right away, arrange to have access to them.</td>
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<td>3. Start a calendar for the whole semester. Highlight the major test dates and major-assignment due dates in all your classes.</td>
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<td>4. Exchange contact information with a “study buddy” in each course. Cover for each other if one of you has to miss class.</td>
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<th><em>The Rest of the Semester</em></th>
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<td>1. Stay caught up with assignments. If you can’t read the assignment before class, at least preview it. If you don’t understand course</td>
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<td>2. Attend class unless you have an emergency.</td>
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<td>3. Plan at least a week ahead.</td>
<td>Plan for study time, work schedule, family responsibilities, social time, and other life events. If you’re caught up with your assignments, you’ll also have some flexibility to do things that come up spontaneously or to take care of situations that arise suddenly.</td>
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<td>4. Start papers and projects the day they’re assigned.</td>
<td>Break down larger tasks into smaller, manageable parts. Work steadily on these major tasks till they’re done. Don’t let more than 1 day go by without working at least a little bit on them.</td>
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<td>5. Start reviewing for tests at least 5 days before the test date.</td>
<td>Review means that you’ve already finished all the reading and have all of the notes and other materials you’ll need for review.</td>
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