

Mesa Community College

CRE101 Hybrid/Online



College Critical Reading

Instructor: M. Young

Office Hours: By request, available online

Phone Contact: 480-461-7889, message only

Email address: marjorie.young@mesacc.edu

Communication Policy

Students will need to contact me via the **mail system or Canvas "Inbox"** within this course. I will answer my mail/ e-mail as soon as possible. **(Not always on weekends!)** (I will respond to all questions in a timely manner and normally, within 24 hours on weekdays and within 72 hours. If you need to speak to me via phone, leave a message on my voice mail, and I will get back to you as soon as I can. I cannot guarantee a 24-hour turn around with a phone call because I may not get the message until I am on campus.

Grading and Feedback

After each Tuesday deadline, I will usually return your grade submissions before the following Saturday.

About the Instructor

Originally, from upstate New York, I came out to Arizona in 1987 to attend ASU. I graduated from ASU with a Master's degree with an emphasis in Reading and ESL. I have taught Reading and ESL at MCC since 1996. In my spare time, I enjoy reading and playing guitar. Additionally, I enjoy playing tennis with my husband and friends.

Minimum Technical Skills

This course is partially online and meets in person once a week. This class is about 50% online and 50% in-person. The assignments are the only component in this class that must be turned in during the face-to-face class time. **Face-to-face** class time will mainly consist of mini-lectures, in- classroom discussions and information regarding the assignments. **Online** activities will include all the rest except the assignments (e.g. readings outside of class, viewing Power Points and Supplementary Activities, Online discussions, researching more outside sources, Practice Exam(s), and the End of the Module Exam).

This class utilizes the Mesa Community College learning management system for most activities. However, students will be asked to at times use the Internet to research and find resources in order to complete assignments during this class.

Below are the technologies required /used within this course.

1. All students must have access to a computer with an Internet connection (preferably high-speed).
2. MS Word or other word processor software in order to open assignment documents.
3. The Flash Player and Java plug-in are required for this course; view the Before You Begin Folder for information about these plug-ins.
4. It is recommended that you have multiple browsers on your computer in case there are issues with your primary browser, you can download the Firefox browser at <http://www.firefox.com>. Internet Explorer 8 is not currently supported so you will typically have a better experience with Firefox.
5. Printing capabilities is also, highly recommended.

Student Resources

Online Orientation

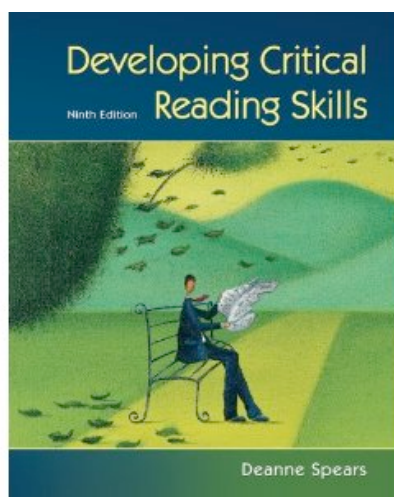
Links to the course management system tutorials are available within the course, but the distance learning tutorials website related to the course management system is available at <http://www.mesacc.edu/eLearning/>

In addition, student support and in person orientations are offered at the beginning of the semester through the above website.

Technical Support

If you are having difficulty with Canvas or any other technical aspects of this course you may contact the MCC Help Center at phone 480.461.7217. The Help Center is open from 6:30am to 10:30pm (Monday through Thursday), from 6:30am to 5pm on Friday, 8am to 5pm on Saturday and closed on Sunday. You may also email the Help Center at helpcenter@mesacc.edu. Also, do not hesitate to email me if you are having difficulties with the technology. I will help you or refer you to someone else if I cannot provide assistance.

Required Textbook



Developing Critical Reading Skills, 9th edition
by: Deanne Spears

The textbook may be purchased at the MCC bookstore or the Textbook

Company, across the street from MCC. You absolutely must buy a textbook for this class. It is required. It cannot be an on-line textbook.

Please be sure to purchase the 9th edition.

You should have an actual textbook that has not been previously written in. It should be new or if it is used, then it should look like new before class start. Additionally, if you happen to find it used, make certain the book does not have any pages missing as this may compromise assignments. You will need to bring your book to class. At the end of the second week and if you still do not have a book, then you may be withdrawn from this class.

Course Description

Emphasis will be placed on applying critical thinking skills to varied and challenging reading materials. This includes application, analysis, synthesis, and evaluation.

Prerequisites

ENG 101 and an appropriate reading placement test score, or a grade of "C" or better in RDG 091, or permission of instructor...

Key Concept of the Course

The primary goal is for you to become a better reader and stronger thinker, a person able not just to understand what is read but also to analyze, synthesize and evaluate it as well. Because reading and thinking are closely related skills, practice in thoughtful reading will also strengthen your ability to think clearly and logically. Everything we do this semester will in some ways relate to improving your understanding of and thinking critically about critical reading/critically thinking principles, theories, practice and application. In other words this course is designed to help you learn the logic of critical reading and critical thinking.

As with all critical reading/critical thinking, it is important to realize that these are not new processes you are being asked to do. **The difference between critical reading and uncritical reading will not be whether you**

analyze, synthesize, and evaluate; it will be the degree to which you are aware of these processes as you engage in them (reflective thinking) and the degree to which you are making sound judgments about accuracy, importance, sufficiency, and the other standards (reasonable thinking). Why is this important? The reason it's important is because the quality of every decision you make will be directly determined by the quality of your reading and reasoning abilities. In fact, the quality of your life in general will be determined by how well you think in general.

Course Competencies

1. Describe the nature of critical reading and its application to life in the contemporary world. (I)
2. Apply critical reading techniques to a variety of materials and purposes for reading. (II)
3. Identify the structure of an argument. (III)
4. Evaluate textual material to ascertain tone, purpose, audience, and context. (IV)
5. Interpret assumptions, bias, author's point of view, denotative, connotative meanings in text. (V).
6. Identify and respond to common types of reasoning and common errors in reasoning. (VI)
7. Apply critical reading skills to assess-the nature and accuracy of evidence given in support of an author's argument. (VII)
8. Gather and utilize Internet, database, and print resources. (VIII)
9. Interpret, evaluate, and analyze Internet, database, and print resources. (IX)
10. Synthesize ideas on related issues from intertextual sources. (X)

General Plan for the Course

The class will focus mostly on practice .It will emphasize your figuring out things about critical reading/critical thinking using your own mind, not memorizing what is in a textbook. The textbook will be used as a general

source for the course. You will learn to connect the logic of critical reading/critical thinking to the logic of your own thinking so that the subject becomes relevant to you. While you will learn some "facts" about critical reading/critical thinking, they will be learned in the context of learning about the logic of critical reading/critical thinking, rather than being memorized for test time.

Face to Face Classes

We meet once a week and this is a general outline of will happen in our meetings:

Module 1:Week 1: Introduction to the course and expectations, introductions of each other, mini lecture: overview of the text, a brief introduction to Module 1 and Chapter 1: *Reading for Understanding: Practice in Basic Comprehension*, discuss and assign Module 1: Assignment 1 -due the following week (in-class). (Course Competencies: #2,3,5)

Module 1:Week 2: Mini lecture and continued practice in Chapter 1 of our text. Explanation and practice of annotations and summaries, group/individual practice, question/answer period, discuss and assign Module 1: Assignment 2- due the following week (in class). (Course Competencies: #2,3,5)

Module 1:Week 3: Introduction to Chapter 2: *Reading the Main idea and Author's Purpose*, group/individual practice, question/answer period, discuss and assign Module 1: Assignment 3-due the following week (in class). (Course Competencies: #2,5)

Module 1:Week 4: Mini-lecture and continued practice in Chapter 2, group/individual practice, question/answer period, review for the "End of the Module " Online Test, preview Module 2, discuss and assign Module 1: Assignment 4- due the following week (in class). (Course Competencies: #2,3,5)

Module 2:Week 5: Introduction to Module 2 and Chapter 3:*Reading Between the Lines and Making Accurate Inferences*, mini lecture on facts and

inferences, group/individual practice, question/answer period, discuss and assign Module 2: Assignment 1 due the following week (in class). (Course Competencies: #2,3)

Module 2:Week 6: Mini- lecture on modes of discourses/Paragraph Development and Chapter 4:*Methods of Paragraph Development*, group/individual practice, question/answer period, discuss and assign: Module 2: Assignment 2 due the following week (in class). (Course Competencies: #2,3,5,6,7)

Module 2:Week 7: Mini lecture on patterns of organization (e.g. chronological order, spatial order, deductive order and inductive order) and Chapter 5: Patterns of Paragraph Organization, group/individual practice, question/answer period, discuss and assign: Module 2: Assignment 3 due the following week (in class). (Course Competencies: #2,5,6,7)

Module 2:Week 8: Review concepts learned in Chapters 1-5, prepare class for the Online Mid-term exam, group/individual practice, question/answer period, discuss and assign: Module 2: Assignment 4: due the following week (in class). (Course Competencies: #3)

Module 3:Week 9: Introduction to Module 3, mini-lecture on denotations and connotations, metaphors and similes and introduce Chapter 6:*Language and Its Effects on the Reader*, group/individual practice, question/answer period, discuss and assign: Module 3: Assignment 1:due the following week (in class). (Course Competencies: #4,5,2)

Module 3:Week 10: Mini lecture of language misused and abused (e.g. code words, jargon, euphemisms, politically correct language, sneer words, and obfuscating language) and continued practice in Chapter 6, group/individual practice, question/answer period, discuss and assign: Module 3: Assignment 2: due the following week (in class). (Course Competencies: #2,5)

Module 3:Week 11: Introduction to Chapter 7: *Tone, Point of View, and Illusions* and mini-lecture to point of view, tone (e.g. wit, irony, sarcasm, cynicism, and satire) group/individual practice, question/answer period, discuss and assign: Module 3: Assignment 3: due the following week (in class). (Course Competencies: #2,5)

Module 3:Week 12: Mini-lecture on allusion and special stylistic effects (e.g. understatement, hyperbole, alliteration, and repetition for effect) and a continuation of these concepts in Chapter 7., review concepts learned in Chapters 6 and 7 to prepare students for the online exam, group/individual practice, question/answer period, discuss and assign: Module 3: Assignment 4:due the following week (in class). (Course Competencies: #2,4,5)

Module 4:Week 13: Introduction to Module 4 and Chapter 8: *Elements of Critical Reading and Analyzing Arguments*, mini-lecture on the definition of critical reading, developing a worldview, analyzing the structure of arguments and taking arguments apart (e.g. questioning the authority, identifying claims, evaluating arguments as well as the refutation), and evaluating visual images (e.g. photos and charts), group/individual practice, question/answer period, discuss and assign: Module 4: Assignment 1:due the following week (in class). (Course Competencies: #5,6,7)

Module 4:Week 14: Mini-lecture on inductive and deductive reasoning, emotional appeals, and logical fallacies and Chapter 9: problems in *Critical Reading-Evaluating Arguments*. group/individual practice, question/answer period, discuss and assign: Module 4: Assignment 2 :due the following week (in class). (Course Competencies: #5,6,7,9)

Module 4:Week 15: Mini-lecture on detecting bias and analyzing advertisements, political cartoons, and evaluating political speeches. Review concepts learned in Chapter 8 and 9 and give a brief overview of Chapter 10:*Practical Applications in Evaluating Arguments*, group/individual practice, question/answer period, discuss and assign: Module 4: Assignment 3:due the following week (in class). (Course Competencies: #5,6,7,9)

Module 4:Week 16: Review concepts learned in Chapters 8,9, and 10, prepare students for the "End of the Module" exam, group/individual practice, and final question/answer period. (Course Competencies: #5,6,7,9)

Online Discussions

You will also be involved in discussions ranging from one or two weekly per module and usually 4 discussions (total) per module. **You will be required to post one original response to each discussion question and to respond to at least two other students in each discussion to receive full credit. View the**

grading rubric (click on Grading Rubric in the discussions area) for further details.

Sample Question and Answers

The following are some examples of acceptable and unacceptable responses to Discussion Questions:

Sample Question: "The author claims that the Internet has changed teaching. How would you respond to this assertion?"

Unacceptable: "I agree."

Unacceptable: "I think the author is off her rocker on this point. I can't stand it when techies try to write about education."

Acceptable: "I agree with (insert name)'s basic point--that is, I think she's right that the advent of the Internet means dramatic changes in how we teach. But I think she's so concerned with whether technology is going to replace teachers that she misses an essential point. Teachers must change themselves to use the Internet effectively. The Internet will never replace teachers and it will never be a successful tool unless teachers make it one."

Acceptable: "I disagree with (insert name)'s. The Internet has not changed teaching any more than the printing press changed teaching, or modern instructional design has changed teaching. New ideas about teaching and new technologies help us deliver good teaching more effectively. They may help us understand more fully what we're delivering. They may help us reach more students. But the essence of good teaching remains the same."

Online Quizzes/and or Exams

Quizzes/and or exams will also need to be completed after each module. The ultimate goal is for you to learn to think critically about your reading and thinking, so that you are able to accurately assess your strengths and weaknesses and to take charge of your reading and thinking. Each of you will actively participate in class sessions, as you are asked to continually process

information by restating information, giving examples, offering alternate points of view, etc.

In every module there will be Practice Test(s) before the actual exam. After you take the Practice Test(s), you will need to reroute your scores and you send me these via this email address: marjorie.young@mesacc.edu.

Assignments

Each module after reading from the text will also have (an) assignments(s) with rubrics as well.

****Assignments will be announced in-person in class and will be due at the beginning of the following class period. There will be an assignment due each time that class meet. There will be NO late work accepted so if you do not hand-in your class assignment on time, then you will receive 0 points. Every week that we meet, there will be an assignment due in class.**

Once you submit a discussion and I see that you have made an initial post and two replies before the due date or if it is an assignment and you submit it, it will be assumed that you are ready for me to grade it. If I do grade a discussion or an assignment before the due date, then you cannot re-submit it. Your resubmission after I grade your original will **not** count.

CRE 101 Responsibilities

You are making an investment in yourself by choosing to go to school. The payoff will be worth it, but unfortunately, nothing good comes easily. **Online classes are not spectator sports.** Some students sign up for an online class thinking that less material will be covered and less work required. **That is not the case!** If anything, online classes can seem to require more work because all the work is done at home with no time in an official classroom building. Please understand and accept that there is a **time commitment** required for you to succeed in this class. To ensure enough "quality time" for the reading and writing required for this course, you should schedule approximately 6- 8 hours per week to work on CRE 101.

You Can Expect Me To:

- Provide students with a variety of experiences to assess their learning...
These experiences may be via assignments, online quizzes, and bulletin boards.
- Provide students with ongoing feedback about their progress...
- Provide clear and helpful instructions on every assignment...
- Respond to student phone and e-mail messages in a timely manner - normally within 24 hours from Monday through Friday. The exception would be when it requires the instructor to research for the answers or when the mail server is down.
- Provide students with frequent opportunities to interact with each other and with the instructor via email and the Discussion Board...

I Can Expect You To:

- Check your Maricopa email account frequently in order to access class communications. **Be sure to only use the Maricopa email for this course.**
- Have a strong desire to learn and a commitment to finish this course.
- Follow appropriate etiquette for using the Internet at all times when dealing with instructor and classmates on line.
- Have knowledge of basic computer skills such as using a web browser and sending email.
- Contact the MCC Help Center for technical computer support for computer's problems such as trouble-shooting hardware problems, dealing with incompatible file format, handling software problems, or Internet Service Provider problems. Their phone number is (480) 461-7217. Their email address is: <http://www.mesacc.edu/help>
- Interact with instructor and classmates to share information and discuss course-related topics via discussion board postings and emails as instructed by your instructor.
- Communicate with the instructor if there are questions or problems as

soon as they arise.

- Read and follow all on-line instructions to complete assignments, quizzes, exams and discussion board postings on time (as described in the course calendar and/or communication from the instructor).

Implied Approval

If you do not understand or accept all of the provisions above, please contact me. Failure to do so constitutes approval of the conditions explained above. In addition, you are responsible for knowing the policies, rules, and regulations presented in the MCC (Student) General Catalog.

Course Schedule

The course schedule is as below; please refer to the Assignment/Withdrawal Policy (below) if you have a conflict in meeting the deadlines.

*****All deadlines are listed in the calendar section for the course.**

*****Be Sure to print out this calendar so that you are aware of all the deadlines.**

****Module due dates subject to change! This may be a tentative calendar schedule.**

**** Use your time wisely so that you complete all assignments on time and so you do not become at risk for being withdrawn.**

Titles of the Modules

Before You Begin

Module 1-Chapters 1-2

Module 2-Chapters 1-5

Module 3-Chapters 6-7

Module 4-Chapters 8-9

Module Due Dates

- You will notice that the modules will not all be available initially but will rather unfold throughout the term. **Be sure to download the calendar so that you know all the due dates.**
- Assignments, Discussions, Exams cannot be turned in once a module is complete. **Therefore, all the work for each module must be completed during the dates the module is available.** For example, if Module 1 is one week long, all assignments must be complete within the one -week time span.
- Please note: **Late homework will NOT be accepted.** You will always have at least two weeks notice for module due dates, therefore, **late assignments will NOT be accepted. Please do not ask for extensions.**

Please know that ALL Assignments, Discussions, Exams, etc. are recorded with the time and date you submit them. When you submit your Assignments in future modules, please check your Assignments tabs to make certain they have been submitted correctly. Instances where students say they have submitted their assignments but "**do not know why I did not receive them**", generally do not receive credit since they probably were not submitted on time or not submitted correctly. Please remember this important information.

Attendance

As per university policies, students are expected to attend class ("faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times a class meets per week."). Within the online environment, this may be difficult to determine at times. The expectation is that the student will login no less than twice a week and will complete assignments in a timely manner (see below late-assignment policy for further details.) **Please contact me if you anticipate not being able to login and participate /submit discussions/assignments to the course a full week during the semester. In this Hybrid class, we are only meeting one time a week. If I determine through the tracking data that a student has**

not actively submitted or logged in during the week or has missed more than 1 in -person class meetings, then the student may be given a **WITHDRAWAL**.

Assignment/Withdrawal Policy

I have outlined the due dates for each assignment within the course with weekly due dates to keep you on task. **Assignments/Discussions etc. submitted any later than the original due date will be given a grade of 0%. If the module is not completed within the time frame given and/or if a student has not logged in and submitted assignments, discussions etc. for a week, then the student may be contacted by email and the grade of W may be assigned. The student at this point may not be allowed to go on with the class and the student may be withdrawn. If a student does not plan on completing this course and does not withdraw himself or herself, then the student may receive a failing grade. Keep in mind that a passing grade is a C or better.**

Grading

Your semester grade will be determined by dividing the total points you have earned by the total possible for the class. There are a total of **4** modules. **Each module is worth 100 points. The total class points are 400 points.**

Assessments	Module 1	Module 2	Module 3	Module 4
Discussions (5 points each)	20 points	20 points	20 points	25 points
Assignments (5 points each)	20 points	20 points	20 points	15 points
Online Practice Test(s) (5 points each)	5 points	5 points	5 points	15 points
Exams (1 per module)	55 points	55 points	55 points	45 points
Total (= 400 class points)	100 points	100 points	100 points	100 points

Grading Scale

90-100%=A, {360-400 points}
80-89%= B, {359-320 points}
70-79%=C, {319-280 points}
60-69%=D, (not passing) {279-240 points}
Below 60%= F, (not passing) {239-0 points}

Summary of Grading Approach

Assignments

The grading for the assignments is based on accuracy and completion.
0 points will be earned for less than 50% accurate or no attempt.
3 points will be earned for 50%-74% accurate and complete.
5 points will be earned for 75%-100% accurate.

Online Practice Test(s)

The grading for the Online Practice tests is based on accuracy and completion.
(0 points) no attempt or a grade below 70%
(5 points) for a score of 70% (or above)

Discussions

The grading for the discussions is based on a rubric: (Refer to the Grading Forms section in the class).

*****Note:** There will be **NO INCOMPLETES** and **NO EXTRA CREDIT** given in this course. Most likely a "W" for Withdrawn will be given if the course is not completed.

Online Classroom Protocol

Classroom participation and a spirit of cooperation will make this course an enjoyable experience. Sharing experiences and knowledge will enhance our collaborative efforts. Disagreement within the classroom does not equal disrespect; you are encouraged to have different points of views, different opinions and values. However, it is required that students monitor their language within discussions. Racist, sexist, or homophobic language will not be tolerated. Consult the student handbook for college policies regarding these types of behavior.

Netiquette

Netiquette refers to the rules of behavior while on the Internet. When interacting within the online course environment, please follow the guidelines.

- Show professionalism and courtesy in all communications within this course.
- No one else should be given access to the course or conferences without the instructor's permission.
- Do not use the words or text from others without acknowledging the source.
- Humor can easily be misinterpreted within an online class, please avoid humor if at all possible (especially sarcasm) and use symbols to help prevent misunderstandings. :)
- Adhere to the same behavioral standards as you would in a face to face class and as specified in the student handbook.
- Avoid typing in all capitals otherwise it appears as though you are "yelling" and avoid using slang words.
- Respect other students' time and contribute thoughtful comments and ideas to the discussions rather than simply making statements such as "I agree."
- Use correct spelling and grammar. Avoid the use of abbreviations and use spell check within your word processor or within the course to check the spelling of your communications. Avoid using "text talk."

Academic Integrity

You will be **subject to disciplinary actions** if you **plagiarize** or if you **cheat** on examinations or any assignments. If you do not understand or accept all of the provisions above, contact me prior to the next class meeting. Failure to do so constitutes approval of the conditions explained above. In addition, you are responsible for knowing the policies, rules, and regulations presented in the MCC (Student) General catalog.

MCC Early Alert System

Mesa Community College is committed to the success of all of our students. Numerous campus support systems are available throughout your academic journey to assist you in achieving your goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional. Early Alert Web Page with Campus Resource Information can be located at <http://www.mesacc.edu/students/ears>.

Disabilities Statement

"Under the ADA and Section 504, the (Maricopa Community College) District and its colleges recognize the obligation to provide overall program accessibility throughout its locations for persons with disabilities. The designated ADA/504/Title IX Coordinator at each college will provide

information as to the existence and location of services, activities and facilities that are accessible to and usable by persons with disabilities. Requests for accommodation should be addressed to the coordinator. Likewise, under Title IX, there is an obligation to provide services and program accessibility in a gender-neutral manner."

This instructor is willing to make reasonable accommodations for limitations due to a **documented** disability, including a learning disability. If you have any disabilities, which may hinder your learning the material presented in this class, please set up an appointment with special services and complete the appropriate forms as soon as possible. You will need to make an appointment to meet with one of the Disability Resources and Services (DRS) staff to determine eligibility for accommodations based on your documentation of disability. Even if you do not have documentation, you are encouraged to meet with DRS to discuss your options.

DRS staff can be reached at the following numbers: 480.461.7447 (v) or 480.969.5587 (tdd)

Course Disclaimer

This syllabus is intended to contain complete and accurate information. However, this instructor reserves the right to make adjustments to this syllabus during the course. I will notify students via the mail tool (Inbox - within Canvas) if there are additions or modifications to the syllabus during the course.

