

# College Reading and Study Skills

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**Literacy Focus: Students will build foundational literacy skills such as vocabulary, fluency, stamina, speed, study strategies, and note taking. These foundational skills will help them move in to regular ECA courses in their 10<sup>th</sup> grade year.**

- Students will learn how to focus their attention, deal with distractions, and organize their time in order to become a more effective learner.
- Students will have learned effective study strategies, increased their reading stamina, and fluency.
- Students will have a better understanding of how to read different types of academic texts

**Required Text:** There is no textbook for this course. *Building Academic Literacy: An Anthology for Reading Apprenticeship*, World History Course Pack, and Silent Reading books.

## Units of Study

**In Unit 1, Reading Self and Society,** we will explore our personal reading histories and examine the connections between literacy and power while we work to understand and explain how and why we read.

**In Unit 2, Reading History,** we will focus on strategies for reading historical and contemporary texts about our First Amendment rights.

## Classwork and Homework

- Anthology/primary text readings
- Daily assignments including Talking to the Text, Think Aloud, and other strategies
- Journal/Unit Learning Log/interactive notebook assignments
- Quick writes, notes, and reflections
- Vocabulary and notecard activities

## **Projects and Assessments**

- Different Writing and Presentation Projects
- Tests and Quizzes
  - Student's will have quizzes on major readings
  - Map quizzes for each major section of the world that correlates to the unit
  - Unit Tests
  - 1 Final Exam
- Projects based on SSR Readings

## **Participation in and Contribution to Classroom Learning**

- The student is prepared with materials and ready to work.
- The student shares and collaborates with other students.

## **Literacy Focus:**

In addition this class will high focus on literacy skills. We will be focusing on building literacy skills through a focus on reading and comprehensions strategies. We will be focusing on building areas in fluency, stamina, studying strategies, notetaking, and reading a variety of different types of texts. We will build these skills through:

- Exposure to charts, graphs, pictures and videos
- Guided practice of notetaking skills and the difference skills needed for lecture vs. textbook vs academic articles
- Silent Sustained reading- choice books
- Reading logs and reader/writer notebooks
- Vocabulary activities
- Book talks
- In class reading/comprehension activities
- Research projects

## **SSR Guidelines**

- When SSR takes place in class, students read independently and improve stamina.
- Students complete a Metacognitive Log entry for each SSR period.
- Students are responsible for one hour of reading at home per week after December
- Students set SSR goals every six to eight weeks.
- They will be assessed on their progress towards these goals.

## Book Guidelines

- Students will complete at least five (5) books this year.
- With each completed book, students must write a reflection letter to the teacher.
- The length of the book is partially dependent on students' choices.
- Students chart the number of pages they are reading; the teacher ensures that the students are challenging themselves.

## Course Assignments

### *Class Participation (10%)*

Be present, on time, and prepared. Actively participate in small and whole group discussions.

### *Journals Entries/Miscellaneous (25%)*

Keep a journal for **all informal assignments** in this course. These assessments include video focus questions, reading focus questions, in-class writing prompts, homework writing prompts, and group-work notes. These also include entries in your reader/writer's notebook. Bring your journal to class every day. Journals will be graded on a 4-point scale using the following criteria:

	4	3	2	1
Organization	Each journal entry is clearly dated and titled. Separate journal entries or questions can be distinguished from one another. There are no loose pages that could have been pasted or stapled in .	Journal entries are clearly dated and titled but it is difficult to distinguish one from another because of spacing or because there are several loose pages.	Several journal entries are missing dates and/or titles.	There are almost no dates or titles. It takes considerable effort to tell to which questions the journal entries are responses.
Thoroughness	Journal has all required entries. Each entry has all questions answered in full. The student has used complete sentences for ease of reading.	Journal has all required entries but a few entries were never finished or there are several entries that are not written with complete sentences.	There are several journal entries missing without explanation.	Most journal entries are missing and/or incomplete.
Thoughtfulness	Journal entries demonstrate care and thoughtfulness. It is clear that the student took his/her time to read a passage/article and/or reflect upon the question asked. The student goes	Most of the time the student goes for the most obvious answer. There is little evidence that the student has taken time to think through the	Many journal entries are just brief , obvious answers. The student is often just writing for the sake of getting credit.	Almost every entry seems to be written quickly and without much thought or reflection.

	beyond the “obvious” answer, attempting to connect ideas and concepts.	questions asked, trying to make connections between ideas and concepts.		
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*Tests and Quizzes (25%)*

There will be three major tests for this course: a pre-test, Part 1 test, and Part 2 test. There will also be some end-of-unit tests and occasional quizzes.

*Writing Assignments (20%)*

You will be required to write an essay or research paper for nearly every unit in this course. For each paper, you will receive an assignment description and rubric. All papers should be typewritten, double-spaced, and APA or Chicago formatted. **You should always include a bibliography.**

*Projects and Presentations (20%)*

There will also be a project and/or presentation for nearly every unit this course. As with papers, you will always receive an assignment description and rubric. Creativity, care, and neatness are not only encouraged but expected. I will almost always give you suggested presentation formats, but I always welcome your ideas.

**How to Support Your Student:**

- Encourage student to attend office hours
- Students will be required to read 5 books through out the school year so checking in on their progress with help keep them accountable.
- Students will have homework daily either close reading a text or watching a video.