**RDG 1300.P01 Reading Improvement, 3 credits.**

Fall 2021

**Instructor:** Ren VanderLind

**Email:** ren.vanderlind@txstate.edu

**Time:** TR 9:30-10:50

**Zoom Room:** [**Use This Link**](https://txstate.zoom.us/j/97350480858?pwd=WGFxWUVSQVcvUlBPQ2diWmR3dWRNQT09)

**Office Hours:** By appointment M-F (Zoom Meeting ID: 685 013 9756)

**Description for RDG 1300: Reading Improvement:**

RDG1300 provides students with instruction in various areas: vocabulary, reading comprehension, critical reading, and study/test-taking skills. Students’ TSA-I scores indicate that they would benefit from additional college-level reading and writing preparation. Concurrent enrollment in specific sections of general education courses is required. Credit earned for this course does not count toward degrees offered by the university.

**Readings**

Garrett H. J. (2020). This book will make you kinder: An empathy handbook. Penguin.

Other readings as assigned and posted in Canvas.

**Learning Outcomes**

This course aligns with the mission and shared values of Texas State University, as outlined in the 2017-2023 Texas State University Plan.

By meeting the requirements of this course, students will be able to:

* Apply active reading strategies to a variety of academic texts
* Recognize hierarchical and relational rhetorical structures/organizational patterns
* Demonstrate appropriate vocabulary usage across multimodal, multidisciplinary texts
* Make inferences and evaluate texts for author assumptions and the validity of claims within and across texts
* Apply rhetorical strategies to convey purpose and message across a variety of texts as a text producer
* Identify and evaluate the relevance and quality of ideas in multiple modalities
* Write rhetorically sound arguments by applying multiple supports for a claim and selecting appropriate language
* Use effective drafting and revision strategies to strengthen college-level writing
* Recognize and apply conventions of academic English in reading and writing, including appropriately incorporate the ideas and words of others
* Demonstrate growth in metacognitive and self-regulatory processes related to academic reading and writing

**Academic Honesty**

The Texas State University Honor Code states, “We do our own work and are honest with one another in all matters. We understand how various acts of dishonestly, like plagiarizing … conflict as much with academic achievement as with the values of honesty and integrity.” As evidence of your commitment to academic honesty, I will ask that you read and agree to the Student’s Pledge before you are able to submit your work on Canvas Assignments.

**Plagiarism comes in two forms:** intentional and unintentional. We will discuss examples of unintentional plagiarism (i.e., missing citations, poor paraphrasing) throughout the semester to raise awareness and reflect on preventing this. However, *intentional plagiarism will not and cannot be tolerated*; this includes self-plagiarism (reusing part of or all of an assignment you wrote for another class). Plagiarists will be reported and are subject to the consequences outlined in the Student Code of Conduct (read the [full text](http://www.dos.txstate.edu/handbook/rules/cosc.html)).

**ADA Statement**

Texas State University provides, upon request, appropriate academic adjustments for qualified students with disabilities. For more information, contact [the Office of Disability Services](https://www.ods.txstate.edu/) at 512-245-3451. It is the student’s responsibility to register with Disability Services and notify their professor(s) of any required modifications within the first two weeks of the semester.

**Engagement Expectations for Students**

*In class:* Be ready to start learning at the start of class (this means you should arrive a few minutes early.) Demonstrate that you are paying attention and actively learning—keep your cellphone off. Be ready to ask and answer questions in class and small group discussions. Participate in peer review to offer support to your classmates. Engaging in class demonstrates your respect for yourself as a college student, your classmates, and your professor.

Remain calm, polite, and respectful as you interact with your classmates, instructor, and others’ ideas in our face-to-face interactions and through our Canvas site.

*Outside of class:* We will have multiple weekly assignments due in Canvas. Complete your readings and assignments before the start of class time. If you miss an assignment, you are not required to provide a note or excuse, but please note that your assignment grades largely determine your class grade.

E-mail is the best way to contact me if you have questions; however, please allow 24 to 48 hours for a response. Before e-mailing me, be proactive, and make sure that your question is not already addressed in this syllabus or on Canvas. Questions that likely require a discussion are better answered synchronously, so please use my office hours or make an appointment to see me.

**Engagement Expectations for the Professor**

*In class:* I will come to class and office hours ready for discussion about course readings and literacy strategies. I will be prepared and fully present by completing all reading assignments before coming to class.

I will actively participate in this course during discussions and provide multiple forms of feedback on assignments. I will remain calm, polite, and respectful as you interact with your classmates, me, and the ideas shared.

*Outside of class:* I will respond to e-mails within 24 to 48 hours. I will grade assignments and return them to students within a week, and I will provide feedback to you about your assignments using comments in the Canvas grade book and annotations in uploaded papers.

**Technology Policy**

Because our class takes place on Zoom and coursework is completed through Canvas, you will need to have access to reliable WiFi and a computer or tablet to access applications for Word processing, PowerPoints, and other documents. It takes a great deal of self-restraint to use your cell phone/laptop for classwork. Make a plan for how you will use your technology for academic purposes, including notetaking, reading course materials, or other forms of class participation.

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**Attendance**

Your attendance is vital to the success of your learning and the class dynamic. I expect you to be on time and in class ready to learn. If extenuating circumstances interfere with your ability to attend class or complete your work, please communicate with me and/or the Dean of Student’s Office.

Per the state of Texas, students absent more than SIX classes will automatically fail the course. This class is a developmental course, meaning that its purpose is to prepare students for success in their college courses. Our assignments build off of each other and support your performance in ENGL1310 and your other courses. In order to make the most of our class, you need to be here and be ready to learn. You will be considered absent if you do not attend a class meeting or make alternative arrangements with me in advance of your absence.

*What kind of technology is required? What if the WiFi goes out?*

Unfortunately, technology issues are not an excuse for not turning in assignments. Complete your assignments in advance just in case, but if the unexpected WiFi issue occurs (and you cannot access the internet through your phone), please text me at (906) 370-9282 to explain that you have a WiFi issue and what you will be doing to submit your assignment. You should do this before the assignment is late.

**Late Work Policy**

Assignments are due by the start of class on the date listed in the course calendar. If there are extreme extenuating circumstances, please let me know: alternative arrangements should be made and mutually agreed upon before the assignment due date.

**ASSIGNMENTS AND GRADING**

*Formatting Your Papers:* Because one of the purposes of this course is to introduce you to common academic writing conventions, I expect that you will submit all papers class as MS Word files, typed, double-spaced, and in MLA format using a 12-point Times New Roman typeface with 1” margins all around. Please realize that these style conventions allow us to standardize writing assignments so that your reader can concentrate on your ideas. *You can choose not to follow these conventions, but you should make such a choice with intentio*n as using non-standard formatting calls attention to your writing. You will submit your papers through Canvas.

Credit (CR) - A “CR” grade is equivalent to earning 70-100% in this course. If you earn a CR, you will earn credit for the course, but the grade will not count towards your GPA.

Progress (P) - A grade of P is equivalent to earning 60-69% in this course. However, if you earn a P, you must retake RDG 1300 (meaning you will not earn any credits).

Failing (F) - A grade of F is equivalent to earning less than 60% in this course. It is also possible to earn a failing grade by accumulating six absences, per University policy.

The following breakdown of the points will help you keep track.

CR = 350 – 500 points P = 300 – 349 points F = < 299 points

|  |  |
| --- | --- |
| In-Class Engagement | 50 pts (10%) |
| Expansion Assignments | 150 pts (30%) |
| 10 Reading Logs (10points/log) | 100 pts (20%) |
| Midterm Exam | 50 pts (10%) |
| Critical Reaction Paper | 50 pts (10%) |
| Final Exam | 50 pts (10%) |
| Portfolio | 50 pts (10%) |
| Total | 500 pts (100%) |

Please refer to the announcements posted in Canvas (and e-mailed to you) for up-to-date references to your assignments. The tentative course schedule below outlines what we anticipate doing to prepare for class, but there will often be smaller activities or short assignments that you need to complete in order to prepare for the next class.

**Tentative Schedule (**This is subject to change.)

* **Remember, our course materials are on Canvas, and assignments are submitted through Canvas.**

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| --- | --- | --- | --- |
|  | Date | Topic | What’s Due |
| **Week 1** | 8/24 (T) | Intro to RDG 1300 |  |
|  | 8/26 (R) | Learning: In College, As Adults | Update picture and profile in CanvasDownload Adobe Reader (link in Canvas)Read Ta-Nehisi Coates, p. 92-95, *Emerging*Reading Log 1 |
| **Week 2** | 8/31 (T) | Diagnostic Exam | Read and annotate Young (2009) “‘Nah, we straight’: An argument against codeswitching”Reading Log 2 |
|  | 9/2(R) | Establishing Your Academic Identity | Complete MARSI (through Qualtrics links) |
| **Week 3** | 9/7 (T) | Exploring Sources | Read and explore [Venus Williams Has a Message](https://libproxy.txstate.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=n5h&AN=7EH1855727881&site=eds-live&scope=site) (original) OR [Wiliams (2021) Sexism isn’t a Women’s Issue Anymore than Racism is a Black Issue](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.vogue.co.uk%2Farts-and-lifestyle%2Farticle%2Fvenus-williams-sexism-essay&data=04%7C01%7Cemily.suh%40txstate.edu%7C170d9e7488a14eb7807208d9584616fc%7Cb19c134a14c94d4caf65c420f94c8cbb%7C0%7C0%7C637637880319293581%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=k6jetLY%2BW4GpEVU3LdxKmF3xy4lFSQMjVC%2FmkyI0a8k%3D&reserved=0) Read and annotate [Black Women Aren’t Paid Fairly and that Hits Harder in an Economic Crisis](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fleanin.org%2Fdata-about-the-gender-pay-gap-for-black-women&data=04%7C01%7Cemily.suh%40txstate.edu%7C170d9e7488a14eb7807208d9584616fc%7Cb19c134a14c94d4caf65c420f94c8cbb%7C0%7C0%7C637637880319303533%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=yhjQPE0tbtwonDt%2FTTKf0j%2FiPEtKAWOCTTUKot9GXUw%3D&reserved=0) Reading Log 3Submit Notes on [Adapt to Any Class](https://drive.google.com/file/d/14uSOC2Y-vJbSN5P9dSSx9ubFVCb6BMXa/view) |
|  | 9/9 (R) | Exploring Sources: Textbook Self-Efficacy and Frequency Scale | Campus Scavenger HuntBring two textbooks to class (**Only** **one** can be from your English classes) |
| **Week 4** | 9/14 (T) | Literacy And/In Mathematics | Expansion Assignment: Textbook-Feature Appropriateness Report |
|  | 9/16 (R) | Identity as Multifaceted | Expansion Assignment: Textbook-Feature ReflectionRead and annotate Read/Watch [“The Urgency of Intersectionality”](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality/transcript?language=en) by Kimberlé Crenshaw (your midterm exam will be based on this text)Reading Log 4 |
| **Week 5** | 9/21 (T) | Identity as Multifaceted | Expansion Assignment: Metacognitive Reading Reflection Paper 1Read and Annotate Michelle Alexander’s “The New Jim Crow” (your midterm will be based on this text) |
|  | 9/23 (R) | Racialized Identities | Expansion Assignment: Metacognitive Reading Paper 1 ReflectionRevise annotations of Michelle Alexander’s “The New Jim Crow” (your midterm exam will be based on this text)Reading Log 5 |
| **Week 6** | 9/28 (T) | Studying Exams, Studying for Exams | Prepare Midterm Study Guide |
|  | 9/30 (R) | Midterm Exam | Prepare for Midterm ExamSign up for conferences next week (Wednesday) |
| **Week 7** | 10/5 (T) | Exam Reflection | Midterm Reflection (submit as Reading Log 6)Submit your paper for Peer Review |
|  | 10/7 (R) | Establishing our Writerly Identities | Read and annotate your peer’s ENG 1310 paperReading Log 7Midterm Survey |
| **Week 8** | 10/12 (T) | Establishing our Writerly Identities | Thesis Statement and Points for response |
|  | 10/14 (R) | Establishing our Writerly Identities | Peer Response Paper draft for peer review (submit through Discussion Board) |
| **Week 9** | 10/19 (T) | Multiple Perspectives | Watch [Brandon Boulware: Father testifies before Missouri lawmakers for transgender daughter’s rights](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DSo2eUuYWFqE&data=04%7C01%7Cemily.suh%40txstate.edu%7C170d9e7488a14eb7807208d9584616fc%7Cb19c134a14c94d4caf65c420f94c8cbb%7C0%7C0%7C637637880319313498%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=C5B70529P0JQqlb2k5RLbhCLcRidLz1Y6hFZjnnKNCk%3D&reserved=0)[Ian Morton: I was Told To Hide My Gender Nonconformity. My Photography Helped Me Break Free](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.npr.org%2Fsections%2Fpictureshow%2F2021%2F06%2F30%2F1007745686%2Fi-was-told-to-hide-my-gender-nonconformity-my-photography-helped-me-break-free&data=04%7C01%7Cemily.suh%40txstate.edu%7C170d9e7488a14eb7807208d9584616fc%7Cb19c134a14c94d4caf65c420f94c8cbb%7C0%7C0%7C637637880319313498%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=BtDDOFkEjaMvykjgM8UoDI0yvDs2zz1QtrxEk%2F37M5Q%3D&reserved=0), photo essay, NPR 2021Read selection from *This Book Will Make Your Kinder* Submit a copy of an ENG1310 paper for the peer response paperReading Log 8Complete Midterm Survey |
|  | 10/21 (R) | Multiple Perspectives | Expansion Assignment: Peer Response PaperWatch [*The Blind Side* trailer](https://www.youtube.com/watch?v=gvqj_Tk_kuM): Who is the white woman portrayed in the trailer (played by Sandra Bullock)? How would you describe her? Do background research if necessary. Reading Log 9 |
| **Week 10** | 10/26 (T) | Multiple Perspectives | Expansion Assignment: Peer Response ReflectionRead and Annotate “Too Fast to Be Female”Find an image of Michael Orr from *The Blind Side* (it should be an image we have not analyzed). Save it or take a screenshot of it to analyze for your Visual Analysis ReportReading Log 10 |
|  | 10/28 (R) | Immigrant Identities | Watch [“What DACA Recipients Gained and Stand to Lose”](https://www.youtube.com/watch?v=65GThGSvVOI) by the *New York Times*Read and Annotate Jose Antonio Vargas’ [“My Life as an Undocumented Immigrant”](https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html) (you can also find the text as a Word document in Canvas)Expansion Assignment: Visual Analysis Report |
| **Week 11** | 11/2 (T) | Immigrant Identities | Expansion Assignment: Visual Analysis ReflectionChoose a news article, YouTube video, or other text related to a theme from Vargas chapter or our in-class discussion. Read/Watch and Annotate your chosen textSign up for conference next two classes |
|  | 11/4 (R) | No class—Conferences |  |
| **Week 12** | 11/9 (T) | No class—Conferences  |  |
|  | 11/11 (R) | What We’ve Learned about Learning | Draft of your Critical Reaction Paper (post to Discussion Board for Peer Review) |
| **Week 13** | 11/16 (T) | What We’ve Learned about Learning | Critical Reaction Paper |
|  | 11/18 (R) | What We’ve Learned about Learning (Portfolio Work Day) | Gather your discussion posts, papers, annotations, and other classwork |
| **Week 14** | 11/23 (T) | What We’ve Learned about Learning (MARSI Refleciton) | MARSI post testExpansion Assignment: Metacognitive Reading Reflection 2Read and Annotate Morris (2020) “My Mustache” for final exam |
|  | 11/25 (R) | No class—Thanksgiving Break |  |
| **Week 15** | 11/30 (T) | Exam Review  | Expansion Assignment: Metacognitive Reading 2 Reflection |
|  | 12/2 (R) | Final Exam |  |