

TLC 199: TACKLING TEXTS

CRN 15932—FALL 2014—193 ANSTETT

Sept 30-Oct 16—TR 2-3:20

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Drop in Tues or Weds 10-noon or make an appt through TLC (541-346-3226, 68 PLC)



COURSE DESCRIPTION:

Tackling Texts focuses on developing effective approaches for reading and learning at the university. We'll explore strategies for improving reading efficiency, comprehension, and recall as well as critical thinking and integration of sources in writing.

COURSE OBJECTIVES:

This course is designed to provide students with an opportunity to practice and improve skills required to successfully complete assignments using college texts: reading, thinking, and writing. By the end of the course students will be able to do the following:

- identify how texts fit in the context of a course
- manage reading time and environment
- read actively by using strategies such as previewing, goal-setting, and questioning
- take notes in various formats
- quote, paraphrase, and summarize effectively
- understand how the skills developed for university reading apply to other situations

COURSE MATERIALS:

Readings and handouts will be provided in class and posted on our Blackboard course site (go to <https://blackboard.uoregon.edu> and log on with your Duck ID and password).

GRADING AND REQUIREMENTS:

This is a one-credit, pass/no pass course. You must complete all requirements fully and satisfactorily in order to earn course credit. Examples and details will be provided throughout the course.

Attendance—Your presence and participation are necessary in order to make this course successful for you and your learning community. If you are unable to attend one class, please contact us as soon as possible—and remember that you are responsible for any missed work and information. If you miss more than one class meeting, you will not receive credit for the course.

Conference—Plan to meet with one of us at TLC for about 15-30 minutes to discuss your questions and feedback about TLC 199, your progress in and approach to your other courses, campus resources that may be useful to you, and/or whatever else crops up as relevant to your academic success. To schedule a conference, you can:

- add your name to a conference sign-up sheet during class
- come to TLC drop-in hours (Tues and Weds 10-noon)
- make an appointment through the main TLC office (68 PLC, 541-346-3226)

Journal Entries—Brief articles (posted on Blackboard) will provide us a shared basis for in-class discussion as well as specific information for reaching course objectives. Read through the ideas in each resource and write a summary and response (see Blackboard for details). Submit your work in your Blackboard journal prior to the deadline listed in the course schedule.

Portfolio—Throughout the course, you will apply, track, and reflect on reading and note-taking methods. On the final day of class, you will submit a collection of your work. A passing portfolio must contain all elements described in the Tackling Texts Portfolio Instructions. Additional details, practice activities, and examples will be provided during class time and on Blackboard.

ADDITIONAL STANDARDS:

Diversity

Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. The University Teaching and Learning Center is committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

Academic Integrity

All students are expected to complete assignments in a manner consistent with academic integrity. Students must produce their own work and properly acknowledge and document all sources (ideas, quotations, paraphrases). Students can find more complete information about the University of Oregon's Policy on Academic Dishonesty in the University of Oregon *Student Handbook*.

Accommodations

The University of Oregon is working to create inclusive learning environments. If aspects of the instruction or design of this course limit your participation, we encourage you to talk with us as soon as possible so that we can strategize how you can get the most out of this course. If you have a disability, you are also welcome to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

SCHEDULE:

Date	Assignment Due	Topic
Tues, Sept 30		Introductions and Goals
Thurs, Oct 2	Journal Entry #1 2 Reading Log Entries	Reading Context and Objectives
Tues, Oct 7	Journal Entry #2 Schedule Conference	Active Reading and Note Taking
Thurs, Oct 9	Journal Entry #3	Note Taking and Review
Tues, Oct 14	Journal Entry #4	Critical Thinking
Thurs, Oct 15	Portfolio	Incorporating and Citing Sources

TACKLING TEXTS PORTFOLIO INSTRUCTIONS

Your portfolio is a compilation of your coursework, showcasing specific strategies as well as your overall observations and progress. Your completed portfolio will contain:

- a reading log with a minimum of 10 entries and a written reflection
 - 3 styles of notes
 - Text Takeaways
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READING LOG

When you read for your other courses, use the provided reading log form to document your reading approach and results. Each entry should represent a separate reading session (a chapter or equivalent, at least 20 minutes). Bring the first two entries to our second class meeting. Your full reading log must contain ten entries and a written reflection. See the form for specific instructions and prompts.

NOTES

Experiment with three different note-taking strategies, each for a chapter of reading (or equivalent) for one of your current courses. Turn in photocopies of all three sets of notes (you won't want to part with originals!). Clearly label the class, text, chapter, and note-taking method used for each set of notes. Choose from the following strategies:

- A) Annotations**—Carefully annotate a text by writing numerous keywords, phrases, and symbols in the margins. (You need turn in photocopies of only four pages.)
 - B) Double-Entry Notes**—Take notes in a double-column format, with one column for summaries, paraphrases, and (clearly marked) quotations of the author's ideas and one column for your own critical response. Note the source information in the top margin and page numbers in the side margin.
 - C) Outline**—Make a formal outline (Roman numeral format: I, A, 1, a, i...) that represents the progression, relation, and hierarchy of ideas within the chapter.
 - D) Concept Map**—Create a concept map in which you show key concepts in two-dimensional relation to each other. Choose a style that suits the material and your learning preferences and consider using features such as symbols, shapes, colors, or other creative elements.
 - E) Discussion Questions**—Write eight thoughtful, clearly worded discussion questions. Design these questions so that they are easy to understand, follow rules of grammar and syntax, require comprehension of the material, and promote critical thinking.
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TEXT TAKEAWAYS

Create your own resource for successful university reading. You may choose either of the following options (or propose your own idea by the third class meeting).

*Whatever form you choose, you must use your own words (occasional, clearly cited quotations are okay) **and** provide specific examples from your own courses or experiences.*

A) Consider this quotation:

“Being busy does not always mean [doing] real work. The object of all work is production or accomplishment and to either of these ends there must be forethought, system, planning, intelligence, and honest purpose, as well as perspiration. **Seeming to do is not doing.” -- Thomas Edison**

Write a 3-page essay (typed, double-spaced, standard 12-point font) in which you explain how the difference between “busy”-ness and “real work” as it relates to reading and analyzing texts. How do “production” and “accomplishment” arise from your reading or studying? What kinds of “forethought” and “planning” have you found make a difference in getting real work done with texts? What do you think Edison means by having an “honest purpose”? Explain how this connects to the reader’s work. Support your response with specific examples from the course text, class discussions, and your own experiences. Be sure to cite your sources.

B) Write your own “myths” analysis featuring at least 5 myths regarding university reading and note taking. You may choose myths presented in class, identify your own myths, or use a combination. State each myth and, for each, write 1-2 paragraphs (at least 150 words) describing why the myth may be a common belief and then debunking it with explanations of effective reading approaches and examples from your own experience. Use your own words and cite your sources.