COURSE TITLE: College Preparatory Reading
COURSE NUMBER: REA 0004

COURSE DESCRIPTION:
This course is designed to improve general study skills: reading, listening, note-taking, and question-answering. It is required of all students who score between 11-18 on the Enhanced ACT Social Studies Reading Score or score between 39-82 on the CPT. Students must make a grade of “C” or higher in this course and pass an exit exam before registering for ENC 1101. 4 semester hours non-college credit. [P]

PREREQUISITES:
None required

NAMES OF INSTRUCTORS:
Geraldine DeFelix
Tammy Johnson
Amie Myers
Dr. David Saffo

DATE OF LATEST REVISION: 2006-07

REQUIRED TEXTBOOKS: (Please include title, author, publisher, edition & ISBN)


GRADING POLICIES:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 100 – 93
B – 92 – 83
C – 82 – 70
D – 69 – 60
F – 59 or less
See your First Day Handout for individual instructor practices.

The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

EXIT TEST POLICY

Through HB 1545, the 1997 Florida Legislature made passing an exit test a condition for meeting basic college communication skills requirements. As a result of this legislation, all students enrolled in college preparatory classes beginning with the fall semester of 1999 must successfully complete the Exit Test in addition to the coursework in the college preparatory classes. These students may not enroll in college credit English courses until they meet the Exit Test and college preparatory class requirements within the same grading period.

The grammar and writing portions of the Exit Test will be administered during a regular class period prior to the end of the semester. A grade of at least 60 is required for successful completion of the grammar portion, and a “4” (C) is required on the writing portion of the Exit Test. Only those students who fail the Exit Test will be allowed to retake it. If students need to retake the Writing Exit Test, they will be allowed to retake only the portion(s) of the test that they have failed (writing sample and/or grammar portion). Students who fail the grammar or writing portions of the Exit Test will be notified to retake that portion of the Exit Test.

A grade of at least 60 is required for successful completion of both Reading and Writing Exit Tests. The Exit Test will be counted as the final exam for ENC 0004 and will be averaged into the overall grade as such. Note: Remember that in addition to making at least a 60 on the Exit Test, a student must also have at least a 70/C average for the coursework in all college prep communications classes to be allowed to enroll in college credit communications courses.

Makeup policy: Students who miss the first testing session with the permission of your instructor may take the Exit Test during the retake session scheduled during Final Exams Week.

DISCIPLINE SPECIFIC COMMUNICATIONS COMPETENCIES / LEARNING OUTCOMES: For college credit courses

STUDENT LEARNING OUTCOMES/OBJECTIVES FOR REA 0004:

See chart, last page

MEANS OF ACCOMPLISHING OUTCOMES:

The student will

1. read all material assigned in the syllabus unless otherwise indicated by the instructor.

2. work on his or her areas of weakness. The instructor may assign special work to help the student eliminate any weaknesses.
3. obtain a passing score on pop quizzes, weekly quizzes, exercise, and/or announced tests. Assignments turned in late will be docked five points for each day late, unless prior arrangements have been made with the instructor.

The instructor will

1. conduct class in an orderly and efficient manner. All of each class period will be composed of a recognizable part of the subject matter of the course, relating to one or more the course objectives. The instructor is expected to be the expert on this content of the course and is further expected to assist the student in mastering this content. In order to do this, the instructor will discuss the assigned material and will carefully evaluate all written or oral work used in determining grades.

LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive, learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. In addition to print media, online catalogs and resources can be accessed through www.linccweb.org and www.netlibrary.com. Library hours are posted each semester at the building entrance.

Chipola’s website is located at www.chipola.edu

For additional developmental English assistance, student can access an online English source, found on the English/Letters Department webpage.

See your First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance.

ASSIGNMENT SCHEDULE:

TENTATIVE WEEKLY ASSIGNMENTS

WEEK 1: Orientation
Ten Steps: “Introduction,” Chapters 1-3, pp. 3-18
Improving Voc. Skills: “Introduction,” pp. 1-6; Chapter 1, pp. 8-11

WEEK 2: TEST: IVS: Chapter 1
From Practice to Mastery: “Language Use,” pp. 73-78
IVS: Chapter 2, pp. 12-15
Ten Steps: Chapter 2: “Main Ideas,” pp. 53-82
FP to M: “Identifying the Main Idea,” pp.23-31
IVS: Chapter 3, 16-19

WEEK 4: TESTS: IVS: Chapter 3; Ten Steps: “Main Idea”
Ten Steps: Chapter 3: “Supporting Details,” pp. 95-119
FP to M: “Identifying Supporting Details,” pp. 32-37
IVS: Chapter 4, pp. 20-23

WEEK 5: TESTS: IVS: Chapter 4; Ten Steps: Chapter 3: “Supporting Details”
Ten Steps: Chapter 4: “Implied Main Ideas & the Central Point,” pp. 133-160
FP to M: “Identifying Patterns of Organization,” pp. 52-64
IVS: Chapter 5, pp. 24-27

WEEK 6: TESTS: IVS: Chapter 5; Ten Steps: “Implied Main Ideas . . .”
FP to M: “Identifying Relationships . . .” pp. 65-72
IVS: Unit One: Review & Tests 1-4, pp. 28-36; Chapter 6, pp. 38-41

WEEK 7: TESTS: IVS: Chapter 6; Ten Steps: “Relationships I”
Ten Steps: Chapter 6: “Relationships II,” pp. 211-238
IVS: Chapter 7, pp. 42-45

WEEK 8: TESTS: IVS: Chapter 7; Ten Steps: Chapter 6: “Relationships II”
FP to M: “Distinguishing Fact from Opinion,” pp. 94-97
“Identifying Biased Language,” pp. 78-85
IVS: Chapter 8, pp. 46-49

WEEK 9: TESTS: IVS: Chapter 8; Ten Steps: Chapter 7: “Fact and Opinion”
Ten Steps: Chapter 8: “Inferences,” pp. 295-326
FP to M: Drawing Inferences and Conclusions,” pp. 97-102
IVS: Chapter 9, pp. 50-53

WEEK 10: TESTS: IVS: Chapter 9; Ten Steps: Chapter 8: “Inferences”
Ten Steps: Chapter 9: “Purpose and Tone,” pp. 339-366
FP to M: “Identifying the Author’s Purpose,” pp. 38-51
“Identifying Tone,” pp. 85-93
IVS: Chapter 10, pp. 54-57

WEEK 11: TESTS: IVS: Chapter 10; Ten Steps: Chapter 9: “Purpose and Tone”
IVS: Unit Two: Review & Tests 1-4, pp.58-66; Chapter 11, pp. 68-71
WEEK 12: TESTS: IVS: Chapter 11; Ten Steps: Chapter 10: “Argument”

Ten Steps: Part II Chapters as assigned by instructor, pp. 417-510
IVS: Chapter 12, pp. 72-75

WEEK 13: TESTS: IVS: Chapter 12

IVS: Chapter 13, pp. 76-79

WEEK 14: TESTS: IVS: Chapter 13

REVIEW FOR STATE EXIT EXAM
FP to M: “Self-Check Reading Post-Test,” pp. 215-225
IVS: Chapter 14, pp. 80-83

WEEK 15: TESTS: IVS: Chapter 14; EXIT EXAM

Additional readings with tests if necessary for retakes
IVS: Chapter 15, pp. 84-87; Unit Three: Review & Tests 1-4, pp. 88-96

WEEK 16: Improving Voc. Skills: Final Exam—Ch. 1-15
EXIT EXAM RETAKES (if necessary)

See your First Day Handout for individual instructor assignment schedule.

ATTENDANCE AND WITHDRAWAL POLICIES:

Regular attendance is expected of all students. Each student is accountable to the instructor for all class absences. There are three acceptable excuses for absences: (1) severe illness, (2) death in the immediate family, and (3) official college activity (approved by Student Services). Any questionable excuse shall be verified by the office of Student Services when requested by the instructor.

When any absence occurs, it is the responsibility of the student to contact the instructor as soon as possible and make arrangements about making up work. Work must be made up within one week following the absence or within the time specified by the instructor in case of extended absence. A ten-point penalty is assessed for late work. Except as noted above, make-up work will not be permitted after the one-week deadline, and the instructor will record a grade of “0” for each assignment not submitted.

Tardiness to class is disruptive to learning and is unacceptable. If the student is tardy, the student shall see his/her instructor at the end of the class period, and the instructor will determine if the tardiness is excusable. Excessive tardiness may be counted as absences at the discretion of the instructor.

WITHDRAWAL POLICY

A student may withdraw from a course prior to the deadline for withdrawing which is listed in the college catalog and the college class schedule. A student who has missed too many classes or who is making unsatisfactory progress in the course can withdraw and receive a “W” mark for the course. It is the student’s responsibility to obtain the necessary request form from the Registrar’s Office for withdrawing from a class, to obtain signatures for completing it, and to turn it in to the Registrar’s Office before the deadline. It is advisable to check later to ensure that the withdrawal has been processed.
NOTE: In 1997, the Florida Legislature passed House Bill 1545 which requires that students who have enrolled more than two times in the same college preparatory (non-credit) course must pay tuition fees at 100% of the full cost of instruction. The full cost of instruction is the same as the non-resident tuition fee. All Florida community colleges and state universities are required to begin “counting” attempts beginning in the Fall term 1997. An “attempt” is any course which remains on the student’s class schedule past the published drop/add date for any academic term. When a student withdraws from a course, the withdrawal counts as an attempt; therefore, if a student enrolls in the same college preparatory course for the third time, he will pay the non-resident tuition fee. A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt, a student cannot withdraw; he must receive a grade.** After the third attempt at college preparatory classes, a student cannot continue in college-credit courses.

**MAKE-UP POLICY:**

See Attendance Policy (above)

**ACADEMIC HONOR CODE POLICY:**

Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to
1) uphold the highest standards of academic honesty in his/her own work;
2) refuse to tolerate academic dishonesty in the college community; and
3) foster a high sense of honor and social responsibility on the part of students.

Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment.

Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.
## STUDENT LEARNING OUTCOMES FOR REA 0004

The student will learn the following:

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<tr>
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<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>GENERAL EDUCATION CORE COMPETENCIES</th>
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<tbody>
<tr>
<td>Identify the stated or implied main idea</td>
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<td>Recognize supporting details</td>
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<td>Determine author’s purpose</td>
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<td>Detect bias</td>
<td>C, SS</td>
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<td>Determine the denotative and/or connotative meanings of words in context</td>
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<td>Distinguish between fact and opinion</td>
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<td>Draw logical inferences and conclusions</td>
<td>C, SS</td>
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<td>Identify organizational patterns</td>
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<td>Evaluate valid arguments</td>
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<td>Recognize tone</td>
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<td>Recognize relationships between sentences</td>
<td>C</td>
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<tr>
<td>Recognize relationships within a sentence</td>
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