COURSE TITLE: Advanced Reading
COURSE NUMBER: REA 1205

COURSE DESCRIPTION:
This course is designed to improve students’ literal and critical comprehension skills: finding main ideas; finding major and minor supporting details; distinguishing fact from opinion; identifying the author’s purpose and tone and using context clues, roots, prefixes and suffixes for expanding vocabulary. This course is required of all students who have a reading score of 19 or below on the Enhanced ACT Social Studies Reading test or a score of 95 or below on the CPT. ENC 1101 or 0004 may be a corequisite. 2 semester hours credit. [A]

COREQUISITE:
ENC 1101 or ENC 0004 may be a corequisite.

NAMES OF INSTRUCTORS:
Geraldine DeFelix
Tammy Johnson
Carol Saunders
Angie Tyler

DATE OF LATEST REVISION:
2006-07

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

Suggested Texts: Dictionary and Thesaurus

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

In accordance with this scale, each instructor will specify her method of determining grades. The following chart may be used to indicated the value of different grades:
Quizzes %
Exams %
Group Participation/Attendance %
Final Examination %

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.

DISCIPLINE-SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
Not a general education core course.

STUDENT LEARNING OUTCOMES/OBJECTIVES FOR REA 1205:
See chart, last page.

MEANS OF ACCOMPLISHING OUTCOMES:
1. Each student is expected to bring the textbook to class and to read all material assigned unless otherwise indicated by the instructor.
2. Each student is expected to participate in class discussions on the content and themes of literature assigned.
3. Pop quizzes, weekly quizzes, exercises, and/or announced tests will be used by the instructor to assess student progress and assign grades. No make-up quizzes will be allowed. Late assignments will be docked ten points for each day late. The instructor reserves the right to pass judgment on such matters. Habitual tardiness in submitting assignments will not be tolerated.

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.

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:

**Week I**
“Introduction,” 2-30
Reading and Study Tips
Vocabulary Unit 1

**Week II**
“Life in College and Beyond,” 31-64
Exercises
Vocabulary Quiz

**Week III**
“Topics, Main Ideas, and Details,” 66-107
Review and Test
Vocabulary Unit 2

**Week IV**
“The Author’s Purpose and the Rhetorical Modes,” 108-139
Exercises
In-class reading assignment
Vocabulary Quiz

**Week V**
Transition Words and Patterns of Organization,” 140-178
Exercises
In-class reading assignment
Vocabulary Unit 3

**Week VI**
Vocabulary Quiz
“Inference,” 180-217
Review and Test

**Week VII**
“Figurative Language,” 218-248
Exercises
In-class reading assignment
Vocabulary Unit 4

**Week VIII**
Vocabulary Quiz
“Tone,” 249-270
Exercises
In-class reading assignment
Week IX
Vocabulary Unit 5
“Fact and Opinion,” 272-302
Exercises
In-class reading assignment
Review and Test

Week X
Vocabulary Quiz
“Point of View,” 303-335
Exercises

Week XI
“Bias,” 336-369
Exercises
In-class reading assignment
Vocabulary Unit 6

Week XII
Vocabulary Quiz
“Analyzing and Evaluating Arguments,” 370-410
Exercises
In-class reading assignment

Week XIII
Vocabulary Unit 7
“Evaluating the Evidence,” 411-458
Exercises
Review and Test

Week XIV
“Organizing Textbook Information,” 460-482
Exercises
Vocabulary Quiz

Week XV
“Vocabulary Unit 8
Review Exercises

Week XVI
Vocabulary Quiz
Review
Final Exam

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 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. 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. No additional attempts will be allowed without prior approval from the Admissions Committee; approvals may be granted for extenuating circumstances only.

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.

LINKING COURSE, DISCIPLINE, AND GENERAL EDUCATION COMPETENCIES

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR REA 1205</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES*</th>
<th>GENERAL EDUCATION CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize main ideas in a passage.</td>
<td>C</td>
<td></td>
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<tr>
<td>Identify supporting details.</td>
<td>C</td>
<td></td>
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<tr>
<td>Determine meanings of words on the basis of context.</td>
<td>C</td>
<td></td>
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<tr>
<td>Recognize stated relationships between words, sentences, and ideas.</td>
<td>C</td>
<td></td>
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<tr>
<td>Recognize the author’s purpose.</td>
<td>C</td>
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<tr>
<td>Distinguish between statement of fact and statement of opinion.</td>
<td>C</td>
<td></td>
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<tr>
<td>Detect bias.</td>
<td>C, SS</td>
<td></td>
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<tr>
<td>Recognize the author’s tone.</td>
<td>C, SS</td>
<td></td>
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<tr>
<td>Recognize explicit and implicit relationships within sentences.</td>
<td>C</td>
<td></td>
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<tr>
<td>Recognize valid arguments.</td>
<td>C, SS</td>
<td></td>
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<tr>
<td>Draw logical inferences and conclusions.</td>
<td>C, SS</td>
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<tr>
<td>Use context clues to determine meanings of words.</td>
<td>C</td>
<td></td>
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<tr>
<td>Recognize and use roots, prefixes, and suffixes to define words.</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Expand student’s vocabulary.</td>
<td>C</td>
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