COURSE TITLE: Developmental Reading I
COURSE NUMBER: REA 0007

COURSE DESCRIPTION (with prerequisites):
This course is designed to remediate severe problems in reading skills. Students must make a grade of “C” or higher in this course and pass an exit exam before registering for REA 0017. Prerequisite: PERT score between 50-83. 3 semester hours non-college credit. [P]

NAME(S) OF INSTRUCTORS:
Geraldine DeFelix

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:


GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the
instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**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.

**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. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor 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 and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is **Desire 2 Learn (d2l)**. Classes become available on d2l on the first day of the semester. It is the student’s
responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**
See chart below.

### LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR REA 0007</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the topic and stated/implied main idea in a paragraph in print and online</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
</tr>
<tr>
<td>• Identify specific information in a paragraph</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
</tr>
<tr>
<td>• Distinguish between major and minor details in a paragraph</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
</tr>
<tr>
<td>• Identify the author’s primary purpose as persuade, inform, or entertain</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
</tr>
<tr>
<td>• Recognize the author’s attitude</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
</tr>
<tr>
<td>• Distinguish between facts and opinions</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
</tr>
<tr>
<td>• Identify the following primary patterns of organization in a paragraph such as time order, simple listing, and generalization/definition and example</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
</tr>
</tbody>
</table>
---

**Means of Accomplishing Student Learning 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**

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.

**Assignment and/or Course Outline**

**Tentative Weekly Assignments**

**Week 1:** Orientation

*Ten Steps:* “Introduction,” Chapters 1-3, pp. 3-18

*Improving Voc. Skills:* “Introduction,” pp. 1-6; **Ch 1,** pp. 8-11; **Ch 2,** pp. 12-15

---
WEEK 2: Tests: IVS: Chapters 1-2
Ten Steps: Part One, Chapter 1: “Vocabulary in Context,” pp. 21-56
IVS: Ch 3, pp. 16-19; Ch 4, 20-23
Thinking Through the Test, Exercise (TTTT)_____________________
MyReadingLab online exercise

WEEK 3: Tests: IVS: Chapters 3-4; Ten Steps: “Vocabulary In Context”
Ten Steps: Chapter 2: “Main Ideas,” pp. 57-102
IVS: Ch 5, 24-27
(TTTT):_____________________
MyReadingLab online exercise

WEEK 4: Tests: IVS: Chapter 5; Ten Steps: “Main Idea”
IVS: Unit One: Review & Tests 1-4, pp. 28-36; over Chapters 1-5
Ten Steps: Chapter 3: “Supporting Details,” pp. 103-140
IVS: Ch 6, pp. 38-41; Ch 7, pp. 42-45
(TTTT):_____________________
MyReadingLab online exercise

WEEK 5: Tests: IVS: Chapters 6-7; Ten Steps: Chapter 3: “Supporting Details”
Ten Steps: Chapter 4: “Implied Main Ideas,” pp. 141-180
IVS: Ch 8, pp. 46-49; Ch 9, pp. 50-53
(TTTT):_____________________
MyReadingLab online exercise

WEEK 6: Tests: IVS: Chapters 8-9; Ten Steps: “Implied Main Ideas . . .”
IVS: Ch 10, pp. 54-57
(TTTT):_____________________
MyReadingLab online exercise

WEEK 7: Tests: IVS: Chapter 10; Ten Steps: “Relationships I”
IVS: Unit Two: Review & Tests 1-4, pp. 58-66; over Chapters 6-10
Ten Steps: Chapter 6: “Relationships II,” pp. 221-272
IVS: Ch 11, pp. 68-71; Ch 12, pp. 72-75
(TTTT):_____________________
MyReadingLab online exercise

WEEK 8: Tests: IVS: Chapters 11-12; Ten Steps: Chapter 6: “Relationships II”
IVS: Ch 13, pp 76-79; Ch 14, pp.80-83
(TTTT):_____________________
MyReadingLab online exercise
WEEK 9: TESTS: IVS: Chapters 13-14; Ten Steps: Chapter 7: “Inferences”
Ten Steps: Chapter 8: “Purpose and Tone,” pp. 319-362
IVS: Ch 15, pp. 84-87

(TTTT): __________________________
MyReadingLab online exercise

WEEK 10: TESTS: IVS: Chapter 15; Ten Steps: Chapter 8: “Purpose and Tone”
IVS: Unit Three: Review & Tests 1-4, pp. 88-96; over Chapters 11-15
IVS: Ch 16, pp. 98-101; Ch 17, pp. 102-105

(TTTT): __________________________
MyReadingLab online exercise

WEEK 11: TESTS: IVS: Chapters 16-17; Ten Steps: Chapter 9: “Argument”
Ten Steps: Chapter 10: “Critical Reading,” pp. 399-442
IVS: Ch 18, pp. 106-109; Ch 19, pp. 110-113

(TTTT): __________________________
MyReadingLab online exercise

WEEK 12: TESTS: IVS: Chapters 18-19; Ten Steps: Chapter 10: “Critical Reading”
IVS: Ch 20, pp. 114-17

(TTTT): __________________________
MyReadingLab online exercise

WEEK 13: TESTS: IVS: Chapter 20
IVS: Unit Four: Review & Tests 1-4, pp. 118-126; over Chapters 16-20
“Coping with Nervousness,” pp. 494-503

(TTTT): __________________________
MyReadingLab online exercise


(TTTT): __________________________
MyReadingLab online exercise


(TTTT): __________________________
MyReadingLab online exercise

WEEK 16: REVIEW
Final Exam
See your Instructor First Day Handout for individual instructor assignment schedule.