COURSE TITLE: Advanced Reading  
COURSE NUMBER: REA 1205

COURSE DESCRIPTION (with prerequisites):
This course is designed to improve students' critical reading and thinking strategies required for college courses. Prerequisite: This course is required of all AA degree seeking students who have completed REA 0017 with a grade of “C” or higher or placement scores on ACT 18-19; CPT 83-95; PERT 104-119; SAT 440-500. ENC 0025 or 1101 may be a corequisite. 2 semester hours credit. [A]

NAME(S) OF INSTRUCTORS:
Geraldine DeFelix  
Kurt McInnis  
Amie Myers  
Carol Saunders  
Angie Tyler

EFFECTIVE ACADEMIC YEAR: 2012-13

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

Suggested Texts: Dictionary and Thesaurus

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. 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:**
REA 1205 is not a General Education core course.

**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 1205</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>• Recognize main ideas in a passage.</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
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<tr>
<td>• Identify supporting details.</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
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<tr>
<td>• Determine meanings of words on the basis of context.</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
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<tr>
<td>• Recognize stated relationships between words, sentences, and ideas.</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
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<tr>
<td>• Recognize the author’s purpose.</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
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<td>• Distinguish between statement of fact and statement of opinion.</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
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<td>• Detect bias.</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
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<tr>
<td>• Recognize the author’s tone.</td>
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<td>H, UT, F</td>
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<tr>
<td>• Recognize explicit and implicit relationships within sentences.</td>
<td>H, UT, F</td>
<td>H, UT, F</td>
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• Recognize valid arguments.
• Draw logical inferences and conclusions.
• Use context clues to determine meanings of words.
• Recognize and use roots, prefixes, and suffixes to define words.
• Expand student’s vocabulary.

**Assessment Codes**

| T = Tests | Pre/Post = Pre- and Post-Tests | OT = Objective Tests |
| UT = Unit Tests | Q = Quizzes | F = Final Examination |
| CF = Cumulative Final | EX = Departmental Exam | SE = Nat’l or State Standardized Exam |
| RPT = Report/Presentation | SP = Skills Performance |
| SD = Skills Demonstration | W = Writing Assignments |
| E = Essays | DE = Documented Essays |
| RP = Research papers | J = Jury |
| R = Recital | Proj. = Projects |
| Exp. = Experiments | Cap. Proj. = Capstone Project |
| Cap. Course = Capstone Course |
| Intern. = Internship |
| H = Homework | PS = Problem Solving |
| DB = Discussion Board |
| BO = Behavioral Observation |
| Clin. = Clinicals |
| CS = Case Study |
| CP = Case Plan |
| Port. = Portfolio |
| Obs. = Teacher Observation |
| Sk. Check = Skills Check-off |
| Curriculum Frameworks |
| JP = Judged |
| Performance/Exhibition |

MEANS OF ACCOMPLISHING STUDENT LEARNING 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.

ASSIGNMENT AND/OR COURSE OUTLINE

**Week I**

"Introduction," 2-26
Reading and Study Tips
Vocabulary Introduction, 26-29

**Week II**

Chapter 1, "Learning How to Be a Successful Student," 31-66.
Vocabulary: Words in Context, 39-44
SQ3R Study Method, 57
Week III
Chapter 2, “Topics, Main Ideas, and Details,” 68-103
Review and Test
Vocabulary Unit 1, 103-107
OnCourse: “Case Study in Critical Thinking: Popson’s Dilemma,” 64.

Week IV
Chapter 3, “The Author’s Purpose and the Rhetorical Modes,” 109-143
In-class reading assignment
Vocabulary Unit 2, 143-147

Week V
Chapter 4, “Transition Words and Patterns of Organization,” 149-183
In-class reading assignment
Vocabulary Unit 3, 184-187
OnCourse: “Case Study…: Professor Rogers’ Trial,” 140.

Week VI
Vocabulary Quiz
Chapter 5, “Inference,” 190-225
Vocabulary Unit 4, 226-229
Review and Test

Week VII
Chapter 6, “Figurative Language,” 231-254
In-class reading assignment
Vocabulary Unit 5, 255-259
OnCourse: “Case Study …: A Fish Story,” 208.

Week VIII
Vocabulary Quiz
Chapter 7, “Tone,” 261-293
In-class reading assignment
Vocabulary Unit 6, 294-297
OnCourse: “Case Study …: After Math,” 244.

Week IX
Chapter 8, “Fact and Opinion,” 300-334
In-class reading assignment
Review and Test
OnCourse: Conclusion and 2nd “Self-Assessment,” 280-283.
Week X
Chapter 9, “Point of View,” 335-372
Vocabulary Unit 7, 372-377

Week XI
Chapter 10, “Bias,” 379-416
In-class reading assignment

Week XII
Chapter 11, “Analyzing and Evaluating Arguments,” 417-467
In-class reading assignment
Vocabulary Unit 8, 468-471

Week XIII
Chapter 12, “Evaluating the Evidence,” 473-499
Vocabulary Unit 9, 500-503
Review and Test

Week XIV
Chapter 13, “Organizing Textbook Information,” 506-520
Vocabulary Unit 10, 520-525

Week XV
Annotated Bibliography with Librarian
Work in writing lab – annotated bibliography

Week XVI
Vocabulary Quiz
Review
Final Exam

See your Instructor First Day Handout for individual instructor assignment schedule.