COURSE TITLE: Developmental Reading (Modularized)  
COURSE NUMBER: REA 0056

COURSE DESCRIPTION (with prerequisites):
This course is designed to improve general study skills: reading comprehension, listening, note-taking, and question-answering using a modularized computer program. Prerequisite: Placement scores on ACT: 0-18; PERT: 84-105; or SAT 260-430. Students must make a grade of “C” or higher in this course before advancing to REA 1205 and ENC 1101. 2 semester hours non-college credit. [P]

NAME(S) OF INSTRUCTORS:
Kurt McInnis

EFFECTIVE ACADEMIC YEAR:
2014-15

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
Generic MyReadingLab (access code) ISBN: 9780205869244

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 college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. 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.
TUTORING RESOURCES:
Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

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 0056 is not a General Education core course.

The purpose of the communications area in the core curriculum is to enable the student to read critically and communicate effectively in clear and correct English.

C-1 Demonstrate the writing process through various formats using the conventions of Standard American English.
C-2 Use rhetorical modes effectively in written and oral communication.
C-3 Illustrate critical thinking in writing or oral communication.
C-4 Construct a documented essay using research and technology skills.
C-5 Analyze universal human experiences when reading and writing.

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 0056</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>
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<tbody>
<tr>
<td>• Identify the topic and stated/implied main idea in a multi-paragraph selection in print and online.</td>
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<td>H, UT, F</td>
<td></td>
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3
• Identify specific information in a multi-paragraph selection.
• Distinguish between major and minor details in a multi-paragraph selection.
• Analyze the author’s primary purpose.
• Analyze the author’s tone and support with examples, including denotative, connotative meanings, and figurative language.
• Evaluate the author’s use of facts and opinions.
• Determine the primary and secondary patterns of organization for a paragraph and multi-paragraph selection.
• Identify the transition words that are associated with each pattern.
• Identify relationships between and/or within sentences.
• Detect bias.
• Use contextual clues and structural analysis to clarify meanings and broaden academic vocabulary.
• Identify and use contextual clues to determine the meanings of words

**Assessment Codes**

| T = Tests   | RPT = Report/Presentation | Proj. = Projects |
| Pre/Post = Pre- and Post-Tests | SP = Skills Performance | Exp. = Experiments |
| OT = Objective Tests | SD = Skills Demonstration | Cap. Proj. = Capstone Project |
| UT = Unit Tests | W = Writing Assignments | Cap. Course = Capstone Course |
| Q = Quizzes | E = Essays |   |
| F = Final Examination | DE = Documented Essays | Prac. = Practicum |
| CF = Cumulative Final | RP = Research papers | Intern. = Internship |
| EX = Departmental Exam | J = Jury | H = Homework |
| SE = Nat’l or State Standardized Exam | R = Recital | 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:**

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: Path Builder Diagnostic Test

WEEK 2: Learning Path Modules: Active Reading and Vocabulary

WEEK 3: Learning Path Modules: Stated Main Idea and Implied Main Idea

WEEK 4: Learning Path Modules: Supporting Details and Outlining & Mapping

WEEK 5: Learning Path Modules: Summarizing & Paraphrasing and 9 Patterns of Organization (Combined)

WEEK 6: Learning Path Modules: Patterns of Organization (Time Order) and Patterns of Organization (Spatial Order)

WEEK 7: Learning Path Modules: Patterns of Organization (Process Order) and Patterns of Organization (Simple Listing)

WEEK 8: Learning Path Modules: Patterns of Organization (Division & Classification) and Patterns of Organization (Compare & Contrast)

WEEK 9: Learning Path Modules: Patterns of Organization (Cause & Effect) and Patterns of Organization (Generalization & Example)

WEEK 10: Learning Path Modules: Patterns of Organization (Definition & Example) and Purpose and Tone

WEEK 11: Learning Path Modules: Inference and Critical Thinking
WEEK 12: Learning Path Modules: Reading Textbooks and Graphics & Visuals

WEEK 13: Learning Path Modules: Reading Rate and Memorization & Concentration

WEEK 14: Learning Path Modules: Note Taking & Highlighting and Test Taking

WEEK 15: Learning Path Module: Combined Skills (PROCTORED; All Students)

WEEK 16: PROCTORED FINAL EXAM: Reading Mastery Check (Post-Test)

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