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:  
Kurt McInnis  
Amie Myers  
Carol Saunders  
Angie Tyler

EFFECTIVE ACADEMIC YEAR:  
2014-15

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:  
(ISBN: 9781591942962)

(ISBN: 9781591942269)

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](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 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>
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<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>
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3
- Determine meanings of words on the basis of context.
- Recognize stated relationships between words, sentences, and ideas.
- Recognize the author’s purpose.
- Distinguish between statement of fact and statement of opinion.
- Detect bias.
- Recognize the author’s tone.
- Recognize explicit and implicit relationships within sentences.
- 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 |
| 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 |
| Prac. | Practicum |
| 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 1
- Course Introduction
- **Advanced Word Power (AWP)**: Intro. Chapters 1-5 (Unit 1)
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 1 (Main Ideas) HW

WEEK 2
- **Advanced Word Power (AWP)**: Unit 1 **QUIZ**; Intro. Chapters 6-10 (Unit 2)
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 1 (Main Ideas) Check

WEEK 3
- **Advanced Word Power (AWP)**: Unit 2 **QUIZ**; Intro. Chapters 11-15 (Unit 3)
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 2 (Supporting Details) HW

WEEK 4
- **Advanced Word Power (AWP)**: Unit 3 **QUIZ**; Intro. Chapters 16-20 (Unit 4)
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 2 (Supporting Details) Check

WEEK 5
- **Advanced Word Power (AWP)**: Unit 4 **QUIZ**; Intro. Chapters 21-25 (Unit 5)
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 3 (Implied Main Ideas) HW

WEEK 6
- **Advanced Word Power (AWP)**: Unit 5 **QUIZ**; Intro. Chapters 26-30 (Unit 6)
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 3 (Implied Main Ideas) Check

WEEK 7
- **Advanced Word Power (AWP)**: Unit 6 Test
- **Ten Steps to Advanced Reading (TSAR)**: **UNIT TEST** (covering Chapters 1-3)

WEEK 8
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 4 (Relationships I) HW
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 4 (Relationships I) **QUIZ**

WEEK 9
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 5 (Relationships II) HW
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 5 (Relationships II) **QUIZ**

WEEK 10
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 6 (Inferences) HW
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 6 (Inferences) **QUIZ**

WEEK 11
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 7 (Purpose and Tone) HW
- **Ten Steps to Advanced Reading (TSAR)**: Chapter 7 (Purpose and Tone) **QUIZ**
WEEK 12
- *Ten Steps to Advanced Reading (TSAR)*: Chapter 8 (Argument) HW
- *Ten Steps to Advanced Reading (TSAR)*: Chapter 8 (Argument) **QUIZ**

WEEK 13
- *Ten Steps to Advanced Reading (TSAR)*: Chapter 9 (Critical Reading) HW
- *Ten Steps to Advanced Reading (TSAR)*: Chapter 9 (Critical Reading) **QUIZ**

WEEK 14
- *Ten Steps to Advanced Reading (TSAR)*: Ch. 10 (Active Reading & Study) HW
- *Ten Steps to Advanced Reading (TSAR)*: Ch. 10 (Active Reading & Study) **QUIZ**

WEEK 15
- *Ten Steps to Advanced Reading (TSAR)*: Combined Skills, Final Review

WEEK 16
- Final Review
- **FINAL EXAM**

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