



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Developmental Reading (Combined)

COURSE NUMBER:

REA 0019

COURSE DESCRIPTION (with prerequisites):

This course is designed to improve general study skills: reading comprehension, listening, note-taking, and question-answering. Prerequisite: Placement scores on ACT: 0-18; PERT: 84-105; or SAT 260-430. Non-exempt students must make a grade of "C" or higher in this course before advancing to ENC 1101. 3 semester hours non-college credit. [P]

NAME(S) OF INSTRUCTORS:

Lori McInnis

EFFECTIVE ACADEMIC YEAR:

2020-2021

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

- Langan, John. *Ten Steps to Advancing College Reading Skills*. 6th ed. Townsend, 2015. ISBN: 9781591944836
- Nist, Sherrie L., and Carole Mohr. *Advancing Vocabulary Skills, Short Version*. 4th ed. Townsend, 2010. ISBN: 9781591941941

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, and all instructors record attendance daily. 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.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Wendy Phippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, pippenw@chipola.edu.

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 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 **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.

FREE TUTORING RESOURCES:

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. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

REA 0019 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				
COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR REA 0019	DISCIPLINE-SPECIFIC COMPETENCIES	ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES	LEARNING ARTIFACTS FOR ASSESSMENT	
<ul style="list-style-type: none"> • Identify the topic and stated/implied main idea in a multi-paragraph selection in print and online. • 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. 		H, UT, F		
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**Assessment Codes				
T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project	BO = Behavioral Observation Clin. = Clinicals CS = Case Study	

UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition
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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: See your First Day Handout for individual instructor assignment schedule. Online practice sites will be suggested by your instructor as necessary.

WEEK 1: Course Orientation

Ten Steps (TS): "Introduction," pp. 3-13 and Ch. 1, pp. 17-54

Advancing Vocabulary Skills (AVS): Ch. 1, pp. 8-11; Ch. 2, pp. 12-15

OnCourse: Introduction and "Self-Assessment," pp. 6-8.

WEEK 2: **TESTS:** AVS Chapters 1 & 2; **TS** Chapter 1

TS: Ch. 2: "Main Ideas," pp. 55-102

AVS: Ch. 3, pp. 16-19; Ch. 4, pp. 20-23

OnCourse: "Wise Choices in College: College Customs," pp. 24-27.

WEEK 3: **TESTS:** AVS Chapters 3 & 4; **TS** Chapter 2

TS: Ch. 3: "Supporting Details," pp. 103-144

AVS: Ch 5, pp. 24-27; Ch. 6, pp. 38-41

OnCourse: "Wise Choices: Reading," pp. 57-62.

WEEK 4: **TESTS:** AVS Chapters 5 & 6; **TS** Ch. 3

TS: Ch. 4: "Implied Main Ideas," pp. 145-184

AVS: Ch. 7, pp. 42-45; Ch. 8, pp. 46-49
OnCourse: “Wise Choices...: Taking Notes,” pp. 93-100.

WEEK 5: **TESTS:** **AVS** Chapters 7 & 8; **TS:** Ch. 4
TS: Ch. 5: “Relationships I,” pp. 185-226
AVS: Ch 9, pp. 50-53; Ch 10, pp. 54-57
OnCourse: “Wise Choices ...: Organizing Study Materials,” pp. 130-137.

WEEK 6: **TESTS:** **AVS** Chapters 9 & 10; **TS** Ch. 5
TS: Ch.6: “Relationships II,” pp. 227-280
AVS: Ch. 11, pp. 68-71; Ch. 12, pp. 72-75
OnCourse: “Wise Choices ...: Rehearsing and Memorizing Study Materials,” pp. 165-170.

WEEK 7: **TESTS:** **AVS** Chapters 11 & 12; **TS** Ch. 6
TS: Ch. 7: “Inferences,” pp. 281-328
AVS: Ch. 13, pp.76-79; Ch. 14, pp. 80-83
OnCourse: “Wise Choices ...: Taking Tests,” pp. 198-206.

WEEK 8: **TESTS:** **AVS** Chapters 13 & 14; **TS** Ch. 7
TS: Ch. 8: “Purpose and Tone,” pp. 329-370
AVS: Ch. 15, pp. 84-87; Ch. 16, pp. 98-101
OnCourse: “Wise Choices ...: Writing,” pp. 235-242.

WEEK 9: **TESTS:** **AVS** Chapters 15 & 16; **TS:** Ch. 8
TS: Ch. 9: “Argument,” pp. 371-410
AVS: Ch. 17, pp. 102-105; Ch. 18, pp. 106-109
OnCourse: “Wise Choices: Managing Money,” pp. 271-278.

WEEK 10: **TESTS:** **AVS** Chapters 17 & 18; **TS** Ch. 9
TS: Ch. 10: “Critical Reading,” pp. 411-456
AVS: Ch. 19, pp. 110-113; Ch. 20, pp. 114-117
OnCourse: Conclusion and 2nd “Self-Assessment,” pp. 280-283.

WEEK 11: **TESTS:** **AVS** Chapters 19 & 20; **TS:** Ch. 10
TS: “Ten Reading Selections,” as assigned by instructor, pp. 457-574
AVS: Unit 1 Review, pp. 28-36

WEEK 12: **TESTS:** **AVS** Unit 1 Test
TS: “Relationships Tests,” pp. 577-588
AVS: Unit 2 Review, pp. 58-66

WEEK 13: **TESTS:** **AVS** Unit 2 Test
TS: “Additional Tests on Fact and Opinion,” pp. 669-676;
“Understanding Bias,” pp. 684-693
AVS: Unit 3 Review, pp. 88-96

WEEK 14: TESTS: AVS Unit 3 Test
TS: "Combined-Skills Tests," pp. 589-640
AVS: Unit 4 Review, pp. 118-126

WEEK 15: TESTS: AVS Unit 4 Test
TS: "Combined-Skills Tests," pp. 589-640 (continued)

WEEK 16: FINAL EXAM

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