

Central Ohio Technical College
General Education
Winter 2007
January 3 – March 18, 2007
Syllabus Part 1

Course Title: Basic Reading Skills

Course Number: 1423 A

Course Credit: 3 credit hours
4 contact hours: 3 hours classroom activities and 2 hours lab

Instructor: Carol Copenhefer, Bachelors of Science English Education
Masters of Education, Curriculum and Instruction
Phone (740) 366-9467 **Office Location** H177
Mailbox located in the Services Center on lower level of
Founders Hall (740) 366-9213

On-Line Office Hours: Monday and Wednesday 1:00 – 3:00 pm
Tuesday & Thursday 10:00 – 11:00 am

Conference Time: Individually Arranged

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Course Description:

Critical reading skills necessary for successful use of college level reading materials are the focus of this course. Critical reading and vocabulary building skills covered include features of textbooks, interpreting graphics, identifying main ideas and supporting details, textbook marking and annotating, vocabulary building, dictionary usage, and reading systems. This course may be taken concurrently with 1413 Basic College Success Skills. No prerequisites exist; however, this course is required of all students scoring below 85 on the COMPASS reading skills test or below 44 on the ASSET reading skills test. This course is graded A – E. This course will count neither for elective credit nor toward meeting the minimum credit hour requirements for graduation. This course is not open to students with credit for 1023.

Required Resources:

Textbook: Alexander, R. & Lombardi, J. (2006). A community of readers: A thematic approach to reading (4th ed.). New York: Pearson Longman

Required Packet: COTC 1423 Packet (Bookstore)

Supplies: 3-Ring Binder,
USB Key (Flash Drive)

ITS Resources: Tech Connect

<http://www.newarkcampus.org/Departmental/TechConnectweb/default.htm>

Student Services: <http://www.cotc.edu/studentlife/>

Library: <http://newarkcampus.org/library>

General Policies:

1. Students are responsible for all announcements made, information covered during class meetings and in related text pages. Important announcements (changes in test/quiz schedule, final exam date and time, class agendas, ...) are often made at the beginning of class.
2. Participation points are awarded randomly and include 4 quizzes. **These points may not be made up if you are absent.**
3. For the Readers' Round Table and Choose-A-Book team projects, penalty points will be applied to team members who cause delays in completing assignments by due dates. Team members are responsible for providing their individual assignments regardless of absences during class due dates.
4. Late homework will receive penalty points of a grade lower for each day late after the due date unless, because of extenuating circumstances, **prior arrangements** have been made (i.e., extenuating circumstances such as death in family, extreme personal or family illness). **Assignment deadlines are firm even when you are absent.**
5. Assignment deadlines extend to the next class meeting when classes are cancelled. Readings for class preparation should be accomplished as scheduled on your course calendar.
6. No assignments will be accepted after **March 7**.
7. Project checks will occur, unannounced throughout the quarter.
8. Tests
 - a. May not be taken earlier than the scheduled dates.
 - b. Notification of absence on test days must be received no later than the day of the test. **Make-ups tests will not be permitted unless prior arrangements have been made.**
 - c. Make-up tests will be taken in the Learning Assistance Center.
 - d. Make-up tests must be taken no later than 7 days after the initial test date (see syllabus schedule for dates). Instructor reserves the right to adjust this policy under extenuating circumstances as defined in Policy #4.

9. Distractions
 - a. Children are not permitted in class.
 - b. Please turn off noise capabilities of cell phones and beepers.
 10. **Only your Campus e-mail address will be acknowledged. Non-Campus E-mail addresses will not be opened.**
 11. Student's use of active learning strategies (marking text, taking notes, personalizing new information) is strongly recommended for successful completion of this course.
 12. All course work must meet the following standards:
 - a. Clean (free of food, beverage, other stains)
 - b. Bound (stapled, clipped, other acceptable bound methods for multiple pages)
 - c. Organized (stages of homework submitted in logical sequence as assigned)
- *Any assignment which does not meet these standards may receive a grade of zero (0).**
13. Plagiarism is the "Presentation of another person's work without proper use of established or designated forms of acknowledgement such as footnotes quotations..." (#2 Academic Misconduct p. 10, 2005 – 2006 on-line COTC Policies and Procedures). Students will receive a grade of zero (0) for plagiarized documents submitted as their own course work. Students aiding other students in plagiarized work will be subject to disciplinary actions as indicated in the College's Policies and Procedures.

Course Evaluation

Grade and Point Equivalents:

A 920-1000	C+ 780-799	D- 600-619
A- 900-919	C 720-779	E 0-599
B+ 880-899	C- 700-719	
B 820-879	D+ 680-699	
B- 800-819	D 620-679	

A reading comprehension mastery level of 12th grade must be attained on a standardized test of reading ability before a grade can be awarded for this course. A student who does not attain a 12th grade level of reading comprehension will be given an "IP" (In Progress) and must arrange to continue lab work into the following quarter. **The student will not be able to register for classes that have 1423 as a prerequisite until a grade of "C" (at least 720 points) is earned and, at the instructor's discretion, a 12th grade reading level on the Nelson-Denny Post Test.**

Grading Criterion: 12th Grade Reading Comprehension and 720 points or greater on participation in class activities, homework, lab work, and tests/quizzes.

Participation	200	(In-class activities, quizzes and homework)
Midterm	100	
Final Exam	150	
Choose-A-Book	100	
Lab Work	<u>450</u>	(EDL, RFU, and SkillsTutor: 150 points each)
	1000	

Withdrawal Date Statement:

Students enrolled in regular quarter courses should check the Official College Calendar or the Quarter Important Dates listing on the COTC Web Page for last date to withdraw from this class. Students enrolled in flexibly scheduled courses should check with the Office of Student Records for the last date to withdraw from the flexibly scheduled course.

Disability Clause

Any student with a documented disability which may require special accommodations should self-identify to the instructor as early as possible in order to receive effective and timely accommodations.

Announcements

1. Holiday: **Monday, January 15.** No class. Campus is closed.
2. As part of COTC's campus-wide assessment initiatives (quality assurance program), samples of student performance, such as test results, projects, and papers may be used. The data gathered will not identify individual students and is not related to the student's grade for the course, but will be used to improve student learning at COTC.

Minimum Requirements for Lab Work

Look at your Nelson-Denny result sheet for program placement in the EDL and RFU programs. Although the following are minimum requirements, you are encouraged to successfully complete as many levels as possible during the quarter. **REMEMBER - -** you are working to strengthen your reading comprehension, vocabulary, and reading rates to prepare for reading college level materials.

Reading for Understanding (RFU).

This involves cards with 10 passages in which the last sentence is incomplete. You must choose the best word or phrase that finishes the message. Use the #3 box.

* 32 per quarter (at least 4-5 each week).

* Takes approximately 5 - 10 minutes each card.

* Self-score with at least 80% (score booklets in back of box).

Points: Completion of or moved up by instructor	1-10 = 60	51-60 = 110
	11-20 = 70	61-70 = 120
	21-30 = 80	71-80 = 130
	31-40 = 90	81-90 = 140
	41-50 = 100	91-100 = 150

EDL's

This is a software program available only in the H120 lab.

- * 12 EDL's per quarter (at least 2-3 each week)
- * Computer scored (80% and above = satisfactory).
- * Takes approximately 25-30 minutes each lesson.
- * Disks contain 4-5 stories.
- * 2 styles of lab sheets. The first form you do all activities and record scores. The second form do all activities then after you have completed the comprehension check, write a reflective review on the lines provided.

Points: Completion of or moved up by instructor

Level F = 80	J = 120
G = 90	K = 130
H = 100	L = 140
I = 110	M = 150

SkillsTutor

This is a computer-assisted program. This can be done at home or in other computer labs. Complete all activities on the SkillsTutor grading sheets. Activities need to be 80% or above. The activities can be taken as many times as needed to achieve the average grade of 80%.

Comprehension Builders

All 7 levels must be completed by the end of the quarter. Reading times vary. Self-score for at least an 80% (scoring booklets are in the back of the box). Instructors will provide these lab sheets. If you finish these before the end of the quarter, begin the RFU program. Ask your instructor for guidance in choosing a beginning level.

Completion = 50 points

Choose A Book

Another lab activity will involve your book selection for this assignment. Bring your book to read during lab time. Allow between 20-30 minutes of reading time during lab until you've finished the book. Three Summary Sheets about your book are required. These sheets are in the 1423 packet. Separate due dates are assigned for each summary.

Tentative Course Schedule

Changes may occur in this schedule because of unexpected events.

Week of	Topic	Required Text Readings with Due Dates	Assignments	Due Date
January 1	Intro to Course Nelson Denny Pre-test	To the Student xxxiii – xxxv, Chapt. 1, p. 5-14 Toolkit p. 531-534 Toolkit p. 549 Due: Jan. 8	Packet Text Text from another course (no math or writing texts) Reader's Guide 1 Required E-mail	Now Now Jan. 8 Jan. 8 Jan. 10
January 8	Intro to PRO system Taking notes Writing Tips	Chapt. 1, 19-26, Chapt. 4, 180-184 Due: Jan. 17	Choose-A-Book Summary 1 Summary 2 Summary 3 Paper rough draft Discussion Reader's Guide 2	Jan. 24 Feb. 7 Feb. 21 Feb. 26 March 5 Jan. 17
January 15	Active reading & Reflecting; Text Marking Syllabus Quiz (in Lab)	Chapt. 5, 233-250 Chapt. 2, 55-60 Due: Jan. 22	PRO Practice Reader's Guide 3	Jan. 24 Jan. 22
January 22	Patterns of Organization; Context Clues			
January 29	Patterns of Organization; Context Clues	Chapt. 3, 112-120 Chapt. 6, 291-296; 307-310 Due: Feb. 5	Midterm Reader's Guide 4	Jan. 31 Feb. 5
February 5	Main Ideas; Inferences	Chapt. 7, 357-362; 371-379 Due: Feb. 12	Periodical Abstract Reader's Guide 5	Feb. 14 Feb. 12
February 12	Facts & Opinions; & Viewpoint, Purpose & Tone			
February 19	Facts & Opinions; Author's Tone, Purpose, and Viewpoint,	Chapt. 8, 411-413 Due: Feb. 26	Reader's Guide 6	Feb. 26
February 26	Reading Critically			
March 5	Choose-A-Book groups Lab sheets due 3/7		Final Exam (Comprehensive)	March 12
March 12	Final Exam Week Nelson Denny Post Test			

***Expect surprise quizzes over text readings. **Lab assignments given separately.**

Central Ohio Technical College
General Education
Winter Quarter 2007
Syllabus Part II

Course Number:	1423
Course Title:	Basic Reading Skills
Course Description:	Critical reading skills necessary for successful use of college level reading materials are the focus of this course. Critical reading and vocabulary building skills covered include features of textbooks, interpreting graphics, identifying main ideas and supporting details, textbook marking and annotating, vocabulary building, dictionary usage, and reading systems. This course may be taken concurrently with College Success Skills. No prerequisites exist; however, this course is required of all students scoring below 85 on the COMPASS reading skills test or below 44 on the ASSET reading skills test. This course is graded A – E. This course will count neither for elective credit nor toward meeting the minimum credit hour requirements for graduation. This course is not open to students with credit for 1023.
Course Credit:	3
Contact Hours:	4
Prerequisite:	COMPASS or ASSET placement

1423 General Course Goals

- 1.00 The student will increase his/her reading comprehension.
- 2.00 The student will increase his/her reading rate.
- 3.00 The student will develop strategies for deciphering the meaning of unfamiliar words encountered in reading material.
- 4.00 The student will evaluate his/her current approach to study reading and develop skills in using study-reading systems.
- 5.00 The student will develop study-reading skills.
- 6.00 The student will identify and demonstrate use of special features in published material.

1423 Performance Objectives

Upon completion of the course, the student will be able to:

- 1.01 Identify the topic of a paragraph written at the 12th grade reading level.
- 1.02 Identify the main idea of a reading passage written at the 12th grade reading level.
- 1.03 Identify the supporting details of a reading passage written at the 12th grade reading level.
- 1.04 Draw conclusions by using information directly stated in the text.
- 1.05 Draw inferences by combining background information with information provided by the text to arrive at a new understanding.
- 1.06 Determine cause and effect relationships.
- 1.07 Follow a sequence of events in a written passage.
- 1.08 Use critical reading skills to make judgements in reading as to the worth of what is read according to an established standard.
- 1.09 Score at the 12th grade comprehension level on a standardized reading test.
- 2.01 Increase reading rate through the use of a variety of selected laboratory exercises.
- 2.02 Read phrases or sentences for complete meaning rather than individual words.
- 3.01 Use contextual clues to decipher the meaning of an unfamiliar word or phrase
- 3.02 Use structural analysis to decipher the meaning of an unfamiliar word or phrase by identifying base or root words, prefixes and suffixes and their meanings.
- 3.03 Use a dictionary to determine the meaning, usage, syllabication, spelling, part of speech, pronunciation, and/or etymology of an unfamiliar word or word usage.

- 4.01 Locate in-text definitions.
- 4.02 Define PRO study system.
- 4.03 Demonstrate the use of PRO in study reading.
- 4.04 Define recitation.
- 4.05 Practice recitation orally, silently, and in writing.
- 5.01 Develop the skill of inference through the use of a variety of selected laboratory exercises.
- 5.02 List advantages of annotation in a text.
- 5.03 Identify and utilize study questions and chapter summaries to guide study reading.
- 5.04 Skim reading material to locate main ideas.
- 5.05 Scan reading material to locate very specific pieces of information.
- 5.06 Demonstrate efficient highlighting or underlining of text readings.
- 5.07 Demonstrate efficient use of marginal annotation.
- 5.08 Define mapping.
- 5.09 Describe benefits of mapping in study reading.
- 6.01 Design a study map.
- 6.02 Define and locate the following parts of a textbook: preface, forward, or introduction, title page, copyright page, table of contents, glossary, index, appendix.
- 6.03 Recognize and use graphic devices such as bold face print, Italics, color coding, underlining, indenture and enumeration, to enhance understanding of main ideas, terms, definitions, and supporting details.
- 6.04 Interpret graphs, tables, and diagrams.
- 6.05 Locate in-text definitions.

