## Developmental Reading II

### Course Syllabus

<table>
<thead>
<tr>
<th><strong>COURSE TITLE</strong></th>
<th>Developmental Reading II</th>
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<tr>
<td><strong>COURSE NUMBER</strong></td>
<td>REA 0017</td>
</tr>
<tr>
<td><strong>PREREQUISITES</strong></td>
<td>Score on Placement Test</td>
</tr>
<tr>
<td><strong>CREDIT HOURS</strong></td>
<td>3- Institutional Credit</td>
</tr>
<tr>
<td><strong>CONTACT HOURS</strong></td>
<td>45</td>
</tr>
</tbody>
</table>

### Class Meeting Times

- **Class Method**: This course is designed to meet face to face and online. A student may access the online portion of the course: [http://online.fkcc.edu](http://online.fkcc.edu). If the student has difficulty in logging in to the course or the student does not see the course listed, contact the Office of Distance Learning helpline at 305-809-3177 or e-mail to [D2lhelp@fkcc.edu](mailto:D2lhelp@fkcc.edu) for assistance.

### Instructor

- **Instructor**: Melissa Nicholas
- **Office**: C-207
- **Phone**: 809.3224
- **E-mail**: melissa.nicholas@fkcc.edu

### Office Hours

- **TBA**

### Course Description

- **Instructor**: Melissa Nicholas
- **Office**: C-207
- **Phone**: 809.3224
- **E-mail**: melissa.nicholas@fkcc.edu

This course is designed to advance reading and study skills needed for college work. This course focuses on vocabulary acquisition, critical reading skills and study skills necessary for college: Topics include identifying main idea and supporting details, determining author’s purpose and tone, distinguishing between fact and opinion, identifying patterns of organization in a paragraph or passage, recognizing the relationships between sentences identifying, using context clues to determine the meanings of words, identifying logical inferences and conclusions, reasoning, and analyzing argument for bias. Upon successful completion, students enroll in ENC 1101.
**COURSE OBJECTIVES**

1. Identify the topic and stated/implied main idea of a multi-paragraph selection in print and online
2. Identify specific information in a multi-paragraph selection
3. Distinguish between major and minor details in a multi-paragraph selection
4. Analyze the author’s primary purpose
5. Recognize the author’s tone and support with examples, including denotative and connotative meaning, and figurative language
6. Evaluate the author’s use of facts and opinions
7. Identify primary and secondary patterns of organization for a paragraph and multi-paragraph selection
8. Identify the transition words that are associated with each pattern
9. Recognize relationships within/between sentences
10. Use context clues and structural analysis to clarify meanings and broaden academic vocabulary
11. Identify and use contextual clues to determine the meaning of words in multiple sentences
12. Analyze the details to infer what the author is implying and draw logical conclusions based on the evidence provided in a paragraph and a multi-paragraph selection
13. Synthesize the information in a text in order to make inferences and draw logical conclusion
14. Determine whether an argument is logical, relevant, and adequate based on the evidence provided in a passage
15. Detect Bias

**REQUIRED TEXTBOOKS**

Academic Reading 5th Edition

**PUBLISHER**

Pearson

**AUTHORS**

Kathleen T. McWhorter

**ISBN**

978-0-321-86582-3 or 0-321-86582-0

**PROPOSED COURSE SCHEDULE**

Please note: The course schedule is subject to change to meet the needs of the course and its students. If you miss a class, it is YOUR responsibility to stay current. Assignments and Quizzes may be added throughout the semester.

- Chapter review quizzes are 10-20 points each and are based on readings from the textbook.
- Test points range from 20-50 points each and tests are based on content from the textbook.
- Class participation, which is defined as attending all classes, completing all assignments in class, and participating in class discussions, 10 points per day.

<table>
<thead>
<tr>
<th>Module</th>
<th>Textbook Chapters--Topics</th>
<th>Assignments/Quizzes/Tests</th>
</tr>
</thead>
</table>
| 1      | Chapter 1: Strategies for Active Reading | Reading quiz p. 57  
Chapter review quizzes |
| 2      | Chapter 2: Fundamental Comprehension Skills  
Locate main ideas  
Identify topic sentences in readings  
Locate main ideas that are implied  
Determine whether details are primary or secondary | Reading quiz p. 77  
Chapter review quizzes  
Chapter 2 test  
Reading quiz p. 304 |
| 3      | Chapter 3: Essential Vocabulary Skills  
Use techniques to improve and develop vocabulary  
Develop a system for learning vocabulary  
Develop skill in using context clues  
Use word parts to expand vocabulary | Reading quiz p. 107  
Chapter review quizzes  
Chapter 3 test  
Reading quiz p. 408 |
| 4      | Chapter 4: Evaluating the Author’s Message  
Make inferences and understand implied meanings while reading  
Assess the author’s credentials  
Distinguish between fact and opinion  
Identify the author’s purpose  
Evaluate data and evidence provided by the author  
Analyze the author’s tone | Reading quiz p. 137  
Chapter review quizzes  
Chapter 4 test |
| 5      | Chapter 5: Evaluating the Author’s Techniques  
Recognize connotative language  
Understand figurative language  
Recognize author’s bias | Reading quiz p. 163  
Chapter review quizzes  
Reading quiz p. 360 |
| Chapter 6: Reading and Evaluating Arguments |
| Recognize an argument |
| Identify the parts of an argument |
| Recognize types of arguments |
| Recognize errors in logical reasoning |
| Chapter review quizzes |
| Reading quiz p. 185 |
| Chapter 11: Reading in Business |
| Reading quiz p. 328 |
| Chapter 7: Patterns of Academic Thought |
| Identify primary and secondary patterns of organization for a paragraph and multi-paragraph selection and transitions signals |
| Chapter review quizzes |
| Reading quiz p. 233 |
| Chapter 8: Reading and Evaluating Graphics and Online Sources |
| Develop strategies for reading different types of graphics |
| Evaluate Internet sources |
| Chapter review quizzes |
| Reading quiz p. 259 |
| Chapter 9: Using Writing to Learn |
| Chapter review quizzes |
| Reading quiz p. 282 |

**STUDENT EVALUATION AND COURSE POLICIES**

<table>
<thead>
<tr>
<th>STUDENT GRADE DETERMINATION</th>
<th>FKCC GRADING SCALE</th>
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<tbody>
<tr>
<td>40% Tests + Final</td>
<td>90-100% A</td>
</tr>
<tr>
<td>30% Quizzes</td>
<td>80-89% B</td>
</tr>
<tr>
<td>10% Homework (textbook page assignments)</td>
<td>70-79% C</td>
</tr>
<tr>
<td>20% Participation, which is defined as attending all classes, completing all assignments in class, and participating in class discussions.</td>
<td>60-69% D</td>
</tr>
<tr>
<td>100% Total</td>
<td>Below 60% F</td>
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</tbody>
</table>

**Students are required to complete Developmental Reading II with a C or better**

**Quiz and Exam Policy**
- Quizzes will be given at the beginning of class and cover the assigned chapter.
- Each exam may take up one hour and 15 minutes of a class meeting. All exams will be closed book/notes. The use of electronic devices is strictly prohibited during exams.
- Students may not leave during a quiz or an exam.
- Students may not take or make up an exam or quiz if tardy (after 10 minutes when class meets).
- Makeup exams may be offered to students with emergencies, but only if they can provide acceptable documentation of the emergency (e.g., hospital admit slip, etc.). The instructor reserves the right to change the format of any makeup exams (e.g., to essay questions).
- The final exam cannot be made up for any reason.
Reading Assignments and Homework
- To succeed in this course, you should do all assigned textbook readings and review class notes frequently.
- Homework is due within the first 10 minutes of the start of class on the due date. Students who must miss class on a due date must show the instructor the work the next day after class for full credit.
- Reading Lab assignments are due before midnight on the due date.
- Submission of late work will result in a 20% decrease in the total point value per class.

EMAIL
The email utility within D2L should not be used for personal items that are not appropriate to share with the entire class. This e-mail uses the student’s FKCC e-mail account.

What can the student expect from your instructor?
- The instructor will log into D2L and check for messages at least once per day. If the student has an urgent message for the instructor, do not post the same message both on a Discussion Forum and in an email. Doing both will waste the students time and will not result in the instructor getting the message any faster. If the instructor expects to be out of contact for more than a couple of days, they will inform the class via the Announcement section.
- Important Note: If the instructor has not responded to a student email or voicemail message by the end of the day after the student left the message, the student should assume that the instructor did not receive it and leave another message.

Logging Off From D2L
- In order to better serve our faculty and students, all D2L users should click the “Logout “link when completing online course work. By logging off instead of just closing the internet browser window, D2L server space is freed and system performance is optimized. In addition, logging off will more accurately record each student’s time logged into the online course.

Participation
- Students earn points for each class they attend and participate in. Arriving late, leaving early, cell phone and non-class computer usage, as well as any other disruption of class will result in loss of points.
- Unexcused absences will result in a loss of participation points; excused absences (i.e., those with acceptable documentation of an emergency) will not result in point loss.
- Cell phones must be put away and not be on the table unless it is used for academic purposes.
- Please note that the instructor may withdraw a student from a course for excessive absences (see FKCC Policies below). For our purposes, “excessive absences” is defined as 3 or more unexcused absences.
- No text-messaging- you will be asked to leave the room and be counted as absent for the day
- A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course. Respectful discourse in discussion is expected and disruptive behaviour will not be tolerated.
- Any student who is dismissed from class because of disruptive behavior is counted absent for the day and receives a zero (0) grade on the day’s work. Recurring incidences may result in course failure.

Students are expected to familiarize themselves with FKCC Policies, which can be found in the current Student Handbook.
The Class Contract assignment is the FKCC method of ensuring that each student and instructor understands what is expected for the successful completion of a course. By returning the Class Contract to the instructor you are acknowledging that you:

a. Understand the policies detailed in this Syllabus.

b. Understand that you will be held accountable to the standards published in this document.

c. The Class Contract must be physically signed and submitted during the first week of classes.

By signing my name I acknowledge the above.

Print Name: __________________________________________ Date: ________________

Signature: ___________________________________________