**RE 260: Critical Reading**
Freshmen College
Bethune-Cookman University
Daytona Beach, FL 32114
Semester Fall 2008
Instructor: _________________________ Office ___________ Phone ___________
Email ______________

Office Hours:

**PREREQUISITE:**
Reading placement test or satisfactorily completing RE 112 – Essentials of Reading II and EN 131.

**COURSE DESCRIPTION:**
This course is primarily designed for second semester sophomores. The course uses a textbook as an introduction and/or review of the critical reading skills that are then used for interaction with selected readings and the “shared inquiry” method of instruction. This class advances critical reading and critical thinking skills through guided discussion and oral and written reports. Special attention will be placed on developing analytical and interpretive skills necessary in completing the General Education program.

**REQUIRED TEXTBOOKS:**
McWhorter, Kathleen T., Reading Across The Disciplines. 3rd ed. Pearson Longman.

**Technology:**
Additional readings taken from websites will be assigned by the instructor. The instructors will give the students detailed information in order to access these readings. The students must print copies of the readings to use in class.

All Re 260 classes are designated as Hybrid Courses. This means that the instructor will post information and assignments on the class Blackboard site. The students are responsible for logging onto the class blackboard site on a daily basis.

**Reading Across the Disciplines** includes a website Reading Road Trip which will allow students to practice reading skills and test their proficiency in recognizing these skills. The instructor will make assignments on a weekly basis. The students are responsible for completing these assignments with a minimum of 70% competency.

**ACADEMIC AFFAIRS VISION**
Students will graduate B-CU as transformative leaders with complex cognitive skills; practical knowledge and competency; an appreciation of human differences; and an integrated sense of identity and civic responsibility that prepares them to live successfully within a multicultural and global community.
Goals: For students to exhibit the ability to read, think and write critically in the college setting and in life.

COURSE OBJECTIVES:
The objectives of this course are:
1. Students enrolled in Re 260 will read a variety of reading selections reflective of the different disciplines and issues that dominant in our society. The students will identify, describe and restate the main thesis and the author’s support for that thesis at an acceptable level.

2. Students will interpret, analyze, and compare/contrast, the assigned readings through class discussion at an acceptable level.

3. Students will identify and explain the common fallacies often found in arguments during quizzes, written summarizes and oral presentations at an acceptable level.

4. The students will analyze several readings organized around a single topic comprehend the articles and see relationships and differences, evaluate them for truth and reliability, identify similarities and differences and estimate the worth of these articles at an acceptable level.

5. Students will be able to identify and answer reading questions found on diagnostic tests through a CAI program and take the CLAST at an acceptable level.

6. Students will serve 15 hours of community service at a pre approved school tutoring children during the semester they are enrolled in Re 260 and keep journal entries which will demonstrate their appreciation of the value of education and of their responsibility to the community.

7. Students will use computer technology in a variety of ways. At least 90% of students will be able to succeed.

Reading Objectives Assessments

SLOC #1
1. The student’s will demonstrate application of this knowledge and comprehension by writing summarizes of selected readings which include the thesis and the main support of this thesis or through the use of an appropriate note taking strategy or summary writing.

2. As classroom discussion proceeds the instructor will evaluate student responses based on a class discussion rubric.

3. Students will analyze readings and determine if the author’s arguments are true or false and then present their evaluations through classroom discussion or written assignments which will be evaluated by using a rubric.

SLOC #1
4. The students will write an essay explaining their conclusions which will be evaluated based on a pre assigned rubric which will also include a requirement for the use of standardized English grammar and composition.

SLOC 1
5. The students will use a CAI instruction program which will give a detailed evaluation of their performances on individual skills on practice assignments and tests.

SLOC #6
6. The students will present written proof of their hours served to their instructor and keep a journal/blog of their service experience and its impact on their lives and write a reflection at the end of the semester that summarizes their experience.

SLOC #7
7. They will use Blackboard, emails, and a CAI component to be proficient in computer technology to 1. Submit assignments electronically, 2. Utilize library and internet data bases, and 3. Use CBI Reading Road Trip.

COURSE COMPETENCIES
The students enrolled in Re 260 will demonstrate knowledge and application of the following reading literal and interpretive comprehension skills:
- Vocabulary Study and Retention Strategies
- Main Idea
- Details
- Organizational Patterns
- Inference
- Fact and Opinion
- Point of View
- Reading Rate Strategies
- Techniques for Remembering Textbook Information

The students enrolled in Re 260 will be able to read with critical comprehension. Critical reading occurs when the reader is able to evaluate ideas and information. The students will demonstrate the knowledge and ability to:

1. Differentiate between facts and opinions
2. Recognize persuasive statements
3. Have the ability to judge the accuracy of the information given in the text.
5. Evaluate the quality of reasoning behind arguments, interpretations, and or belief.
6. Evaluate personal positions/conclusions through reflective thinking.
7. Create new ideas/positions/solutions by critically examining issues, solving problems and applying knowledge and theory to new situations.
8. Independently formulate significant questions for exploration.
9. Take part in an intellectual discussion with open mindedness and the ability to recognize their own biases and viewing of an issue through multiple perspectives.

COURSE OUTCOMES
1. All students enrolled in RE 260 will demonstrate the following learning outcomes:
2. Students will read and evaluate a variety of contemporary reading selections and demonstrate both literal and critical comprehension of the readings.
3. Students will produce a minimum of six critical essays of at least 350—500 words each.
4. Students will demonstrate knowledge of basic reading comprehension skills.
5. Students will engage in building vocabulary skills.
6. Students will participate in 15 hours of community service or write and present a research paper.

**INSTRUCTIONAL METHODS:**
Using the text and supplementary materials, the instructor introduces the topic to the students. The student is given exercises and assignments from text, supplementary materials, and library/web searches. Individual, collaborative group, and class discussions and projects will be part of the course. Essays based on content and reflecting critical reading and thinking will be a crucial portion of the course.

**REQUIREMENTS OF THE COURSE:**
1. Students must complete all class assignments. Class participation is required.
2. Prompt class attendance is compulsory for all students. Tardiness and absences of more than six hours will result in lower grades earned.
3. “Excused absences” include those absences incurred by the student’s participation in College or class-sponsored activities. Absences are excused with proof of illness with official documentation from physician or other documented reasons. **All excuses must be presented to instructor when student returns to class. NO EXCEPTIONS!**
4. Every student is responsible for informing instructor(s) of impending absence(s) from class when the student has such information. **Student must complete all make-up work within 48 hours after returning to class.**
5. The syllabus/outline is a contract between the teacher and the student. The teacher reserves the right to adjust this syllabus/outline as warranted to enhance the development of students' critical reading and thinking skills.
6. Fifteen (15) Community Service Hours are required of each student. * (Word Wizards see next page.) Alternative Project to be approved by your instructor.

**EXIT STANDARDS:**
Student must maintain an overall competency level of 70% to satisfactorily complete the course.

**EVALUATION OF STUDENT PERFORMANCE:**

<table>
<thead>
<tr>
<th>Assignment/Exam</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments/Tests</td>
<td>10%</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Shared Inquiry/</td>
<td>15%</td>
<td>150 pts.</td>
</tr>
<tr>
<td>Essays</td>
<td>25%</td>
<td>250 pts.</td>
</tr>
<tr>
<td>Mid term</td>
<td>10%</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Com. Service/paper</td>
<td>10%</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
<td>100 pts.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>1000 pts.</td>
</tr>
</tbody>
</table>
GRADING CRITERIA
90% - 100% OR 90 - 100 points >>>>>A
80% - 89% OR 80 - 89 points >>>>>B
70% - 79% OR 70 - 79 points >>>>>C
60% - 69% OR 60 - 69 points >>>>>D
0% - 59% OR 0 - 59 points >>>>>F

A grade of A, B, or C means that the student has successfully completed the course and a grade of D or F means that the student has not successfully completed the course and must repeat the course.

ASSIGNMENT SCHEDULE

WEEK 1 Introduction
   Strategic Reading
   Developing Vocabulary
   Figurative language and Idioms
   CAI Quiz

WEEK 2 Chapter Readings
   Main Idea and Details
   Writing Effectively
   Class Discussion

WEEK 3 Chapter Readings
   Main Ideas and Details
   Student Essay
   CAI Quiz

WEEK 4 Chapter Readings
   Organizational Patterns Transition Words
   Class Discussion

WEEK 5 Chapter Readings
   Organizational Patterns Transition Words
   Student essay
   CAI Quiz

WEEK 6 Chapter Readings
   Inferences
   Community Service Journal

Mid Term Examination

WEEK 7 Chapter Readings
   Inferences
   Class Discussion
   Student Essay
WEEK 8  Chapter Readings
   Point of View
   Class Discussion
WEEK 9  Chapter
   Point of View
   CAI Quiz
WEEK 10 Chapter Readings
   Critical Thinking
   Class Discussion
WEEK 11 Chapter Readings
   Reading Rate
   CAI Quiz
   Reading Rate Evaluation
   Class Discussion
   Student Essay
WEEK 12 Chapter Readings
   Remembering Textbook Information
   Class Discussion
WEEK 13 Chapter Readings
   Student essay
WEEK 14 Chapter Readings
   Class Discussion
WEEK 15 Chapter Readings
   Community Service Journals
   REVIEW FOR FINAL EXAM

Final exam---TBA.

Community Service: 15 hours. May be served with the Word Wizards or with a bona fide organization involved with the education of children. If you serve with an organization other than the Word Wizards you must receive permission from your instructor early in the semester and supply your instructor with the name of the organization and the telephone number of the director of that program. You are responsible for bringing your instructor legitimate verification of your service hours on original letter head paper with the signature and telephone number of the program’s director.

The Word Wizard Tutoring Program is coordinated by Reading Professors Dr. Fausti 481-2331 and Dr. Markette 481-2332. Transportation is provided. Students tutor at T. T. Small Elementary School one day a week for 10 weeks (=15 hrs.), from 3:30 –5:00 pm. M, T, W, or Th. Students may tutor more than one day, but we request you pick one day and attend on that day for 15 weeks. All tutors serving in public schools must complete an application form before tutoring. Please bring a valid driver’s license or state ID. There will be a general orientation and sign up session the week before tutoring begins.
Important: Alternative community service sites must be approved by your instructor before you begin your service or you may not receive credit.

Continuous enrollment policy—students must take this course until they achieve a passing grade. Grade appeals—students must appeal for grade changes within the first 6 weeks of the following semester.

Other websites: The following are a list of websites which might be helpful.

http://eslus.com/LESSONS/READING/READ.HTM
www.NOODLETOOLS.COM
www.howtostudy.org
FreeBookclub: www.arcamax.com/cgi-bin/news/channel/1049
Other Websites: http://www.english.uiuc.edu/cws/wworkshop

ACADEMIC HONESTY
Students must submit their own work, and they must acknowledge any outside help they had in preparing an assignment. If anyone copies or paraphrases the words of another writer without acknowledgement or submits another person’s work as his or her own, that person is guilty of plagiarism. Evidence of cheating or plagiarism will result in the student receiving a grade of “0” for the work and may result in an “F” for the course. Plagiarism and cheating are major violations of the Student Code of Conduct and may result in the student’s indefinite suspension from the college.

CLAST POLICY
Students must demonstrate appropriate Reading skills prior to enrolling in senior seminar. Students who pass 3 parts of the CLAST (excluding math) or obtain a 2.5 GPA in English (EN 131 and EN 132) and reading (RE 260) will be allowed to enroll in their respective senior seminar courses. Transfer students who have passed the 3 CLAST communication tests, satisfied current exemptions or having an AA degree, will not be required to take R 260 or the CLAST prior to enrolling in senior seminar. Under documented and extenuating circumstances, students may petition the CLAST Review Committee for exemptions from this policy. (OAA Revised May 29, 2008).

AMERICANS WITH DISABILITIES ACT (ADA)
Bethune-Cookman University provides equal opportunity to qualified disabled persons in accordance with the requirements of Americans with Disabilities Act (ADA). ADA and section 504 of the Rehabilitation Act of 1973 serve to ensure that individuals with current disabling conditions are provided reasonable accommodations to enable them to enjoy the programs, activities, services, and employment opportunities offered by colleges and universities. As these laws only apply to individuals with known disabilities, it is required by B-CU that individuals provide recent documentation to establish their eligibility under these laws and to document their specific accommodation needs.
Individuals with a verifiable learning or physical disability affecting academic studies must submit documentation of a professional diagnostic evaluation (not older than three years) of their disability to the Freshman College Testing Center located in Faith Hall, Room #10.