RE 260: Critical Reading Online Course
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:

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.

INSTRUCTIONAL METHODS:
From the Bethune-Cookman College website, students will use the computer software program Blackboard along with 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.

COMMUNICATION
In an online/hybrid course, communication is important. The best ways to contact the instructor are through the Blackboard Message mail, by phone, or during virtual or face-to-face office hours. The instructors’ office location, office hours, and phone number will be posted on Blackboard under Instructor Information.

**EMAIL PROTOCOL**
Email will be an integral part of this course. Students must maintain a Bethune-Cookman email address for this course. Contact the Computer Information Technology Help Desk to obtain an email account. Students must follow the email protocol while enrolled in this course:

1. Know when assignments are due and turn them in at the appropriate time and place. A course schedule of assignments will be made available during the first week of class by the instructor.
2. Check the class discussions and messages often throughout the week.
3. Be patient. Students should not expect an immediate response when sending a message. Generally, two days is considered a reasonable amount of time to receive a reply.
4. In the message “subject” heading, include student name and message topic.
5. Be courteous and considerate. Being honest and expressing yourself freely is very important, but being considerate of others online is just as important as it is in the classroom.
6. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
7. Do not use all caps. This makes the message very hard to read and is considered “shouting” at the reader.
8. Use Standard English. Check spelling, grammar, and punctuation.
10. Never assume that the sender is the only person who will read the email. Others may be able to read or access your mail. The student should never send or keep anything that he or she would not want others to see.

**DISCUSSION PROTOCOL**

1. During a discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is good to check discussion boards multiple times a week.
2. Use appropriate discussion topics; don’t post everything on the discussion board.
4. Use Standard English, spell check, and grammar check.
5. Regular and meaningful discussion postings constitute a considerate portion of the student’s grade.
6. Respect the ideas of others. Be courteous and considerate. It is important to be honest and to express your ideas freely. However, being considerate of others is just as important and expected in an online class as it is in a face-to-face class.
7. Explore disagreements and support assertions with data and evidence.
8. Use something that refers to the specific assignment or discussion topic in the subject heading.
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.

**COURSE ATTENDANCE**
An online/hybrid course requires a high degree of motivation, organization, and effort. Class attendance is compulsory for all students. To be successful in the online/hybrid course, students must attend classes online as well as attend face-to-face meetings. Students will be given a schedule of all of the face-to-face meetings during the first week of class from the instructor.

Explicit time should be scheduled by the student during each week to work through the course materials. In a traditional classroom, a student would be expected to spend at least two hours of study for every hour spent in the classroom. The online student should plan to spend the same amount of time or more time each week on the course materials, discussions, and assignments.

**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.

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**Goals:** For students to exhibit the ability to read, think and write critically in the college setting and in life.

**COURSE OBJECTIVES:**
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 summaries 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:
CSLO #1
1. The student’s will demonstrate application of this knowledge and comprehension by writing summaries 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.

CSLO #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.

CSLO #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.

CSLO #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.

CSLO #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 databases, 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 or write and present a research paper.

**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
EVALUATION OF STUDENT PERFORMANCE:
Assignments/Tests 10% or 100 pts.
Shared Inquiry/ 20% or 200 pts.
Essays 20% or 200 pts.
Mid term 10% or 100 pts.
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Final Exam 20% or 200 pts.
Com. Service/paper 10% or 100 pts.
Attendance 10% or 100 pts.
Total 100% or 1000 pts.

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
CBI Quiz

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

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

WEEK 4 Chapter Readings
Organizational Patterns Transition Words
Class Discussion

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

**WEEK 6** Chapter Readings
Inferences
Community Service Journal

**WEEK 7** Chapter Readings
Inferences
Class Discussion
Student Essay

**WEEK 8 Chapter** Readings
Point of View
Class Discussion

**Mid Term Examination**

**WEEK 9** Chapter
Point of View
CBI Quiz

**WEEK 10** Chapter Readings
Critical Thinking
Class Discussion

**WEEK 11** Chapter Readings
Reading Rate
CBI 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 bono
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
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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
wwwNOODLETOOLS.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.