Division of General Studies
Bethune - Cookman College
Daytona Beach, FL 32115

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Perquisite: Student must be a participant in the Honors Program.

Course Description
A course designed to develop critical reading comprehension and thinking skills through a guided study of selected great works of literature. Students will develop their skills of critical analysis through discussions and written evaluations of the assigned reading.

Required Textbooks
Supplemental Readings Online

Goals: For students to be able to read and write critically during their college experience and in their life.

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.

COURSE OBJECTIVES:
The objectives of this course are:
1. Students enrolled in Re 260 will read a variety of reading selections reflective of the readings commonly found in content areas across the curriculum and issues that dominant in our society. The students will be able to identify, describe and restate the main thesis and the author’s support for that thesis.
2. Students will interpret, analyze, and compare/contrast, the assigned readings through class discussion.
3. Students will identify and explain the common fallacies often found in arguments.
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 and estimate the worth of these articles.
5. Students will serve 15 hours of community service at a pre approved school tutoring children during the semester they are enrolled in Re 260 in order to appreciate the value of education and of their responsibility to the community.

6. Students will become competent in using computer technology.

Reading 261 Objectives Assessments

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.

2. 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.

3. The instructor or student groups will develop questions and lead the class in shared inquiry. The questions formulated by the students and answered by the class will be evaluated for relevance and meaning to the discussion.

4. The students will write 10 essays based on the readings. They will be required to conform to standard written English grammar and composition. If the student does not meet the standard the student may rewrite the paper within a proscribed time frame. Student essays will be evaluated on a rubric that covers grammar, composition and content.

5. Students will check Blackboard daily for assignments, and class information. Assignments will be sent to the instructor via blackboard.

6. The students will present written proof of their hours served to their instructor and keep a journal of their service experience and its impact on their lives.

Learning Outcomes.

1. Students will read and annotate/summarize each assigned reading.

2. Students will develop their own personalized vocabulary notebooks, based on the reading assignments.

3. The students will demonstrate mastery of the literal and critical reading comprehension skills.

4. The students will engage in guided group discussions and ask and answer interpretive questions.

5. Students will write at least ten essays including a mid-term and final exam, in which they will answer a specific question which will require them to think critically, show
relationships between ideas and arrive at logical conclusions and to support these conclusions from the text.

6. The students will tutor children for at least 15 hours during the semester in order to gain an appreciation for education and community service. Student will keep a weekly journal in which they record their community service experience and the impact of it on their lives as they perceive it. At the end of the semester they will write a reflection paper.

7. Students will submit papers electronically, do internet searches, and use Blackboard.

Course Competencies
The students enrolled in Re 261 AH 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 Activities.
The students will participate in the shared inquiry and interpretive questioning methods of instruction. They will develop their ability to recognize, write and discuss interpretive questions. The students will discover new aspects of the reading selection and deepen or even change their initial understanding of it. In class or small group discussion, students will gain experience in communicating complex ideas, and in supporting, testing, and expanding their own thoughts. The students will express these thoughts in written reports.

Requirements for the Course
1. Students are required to purchase assigned textbooks within the first week of class.
2. Attendance at Bethune-Cookman College is compulsory for all students. Three or more unexcused absences are considered excessive in this course and each absence over three will result in a lower grade. For each absence over three, the student’s grade will be dropped one percent of the letter grade.
3. Three late arrivals at class are equal to one absence.
4. Make-up Essays and late assignments will be given only with an excused absence.
5. For those with an excused absence make-up work must be completed within 48 hours of returning to class and must have instructor's approval.
6. Each student is required to participate in class/group discussions. Active participation is essential for a passing grade in this course.
7. Community Service-15 hours minimum plus a 1 page typed reflection paper/or a 10 page research paper/ topic assigned by the instructor.
8. The course syllabus is a contract between the instructor and the student.

**Methods of Instruction**
Critical reading skills are stressed throughout the course. However, the emphasis is primarily on the content of the selections. The methods used assume that reading comprehension is facilitated through challenging reading selections, which the students will analyze and interpret. The students engage primarily in close reading of the text and shared inquiry during class time.

**Exit Standards**
Students must attain an overall competency level of 70% to satisfactorily complete the course.

**Evaluation of Student Performance**

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Shared Inquiry</td>
<td>20%</td>
<td>200 pts</td>
</tr>
<tr>
<td>Essays</td>
<td>20%</td>
<td>200 pts</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>10%</td>
<td>100 pts</td>
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<tr>
<td>Community Service Project</td>
<td>10%</td>
<td>100 pts</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>20%</td>
<td>200 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>200 pts</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000 pts</strong></td>
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**Grading Criteria**
90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
59% - and below = F

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

**Community Service**
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. 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 attend at least one day for 10 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 service sites must be approved by your instructor before you begin your service or you may not receive credit.

Technology:
The students will check for assignments and other information pertinent to the class and submit their essays via email and maintain an electronic portfolio of all their work.

ASSIGNMENT SCHEDULE

WEEK 1  Introduction
    Strategic Reading
    Developing Vocabulary
    Reading Assignment

WEEK 2  Reading Assignment
    Essay 1

WEEK 3  Reading Assignment
    Essay 2
WEEK 4  Assignment
    Essay 3
WEEK 5  Reading Assignment

WEEK 6  Reading Assignment

Mid Term Examination

WEEK 7  Reading Assignment
    Student led discussion

WEEK 8  Reading Assignment
    Student led discussion

WEEK 9  Assignment
Student led discussion
Essay.

WEEK 10 Reading Assignment
Student led discussion
Essay.

WEEK 11 Reading Assignment
Student led discussion
Essay.

WEEK 12 Reading Assignment
Student led discussion
Essay.

WEEK 13 Reading Assignment
Student led discussion
Essay.

WEEK 14 Reading Assignment

WEEK 15 Chapter Reading Assignment
REVIEW FOR FINAL EXAM

Websites:

The Writers’ Workshop at http://www.english.uiuc.edu/cws/wworkshop/
http://eslus.com/LESSONS/READING/READ.HTM
wwwNOODLETOOLS.COM
www.howtostudy.org
FreeBookclub:www.arcamax.com/cgi-bin/news/channel/1049

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.