TITLE College Preparatory Reading II
NUMBER REA 0006C
TERM Fall 2011
INSTRUCTOR Dr. Amoy Reid
TELEPHONE (954)-201-4882
(954) 201-6427 (for messages only)
E-MAIL ADDRESS areid@broward.edu
CONSULTATION M/W 9:15-9:30 A.M. & 1:45-2:45 P.M
T/R 9:15-9:30 A.M. & 11:00-1:00 P.M
Fridays 9:30-11:30 am or by appointment
Virtual hours, Mondays, 5:00-6:00 P.M.
LOCATION BUILDING 14, ROOM 138

COURSE DESCRIPTION
This four-hour credit course is designed to further the student’s ability in vocabulary and comprehension. Instructional strategies and assignments are designed to enable students to gain an understanding of specific reading skills and to develop an awareness of the relationship between efficient reading skills and the ability to read and study textbooks successfully.

Placement in REA0006C is decided by placement tests or completion of REA001C or department’s recommendation. Credit is instructional and is not transferable to other colleges or universities.

REQUIRED TEXTBOOKS
Langan, John. Ten Steps to Improving College Reading Skills, 5th Ed.
Nist & Mohr. Improving Vocabulary Skills, 3rd Ed.
Sisko, Yvonne. American 24-Karat Gold, 3rd Ed.

Other Materials
2 packs Scantrons
Folder for Notes
2 Pencils (# 2)
1 highlighter
Clean Eraser

REQUIREMENTS FOR PASSING THE COURSE
The State of Florida requires that students enrolled in this course must satisfactorily complete the course requirements for this course, and pass the required state final exam (exit test) to pass the course. In order to successfully
complete the REA 0006C course requirements students must do all of the following:

1. Complete course requirements including lab with a C grade or better. 
2. Have less than 6 hours of class absences (Excused or Unexcused). 
3. Achieve a passing score (raw score of 23 points) on the state final exam.

LAB ASSIGNMENTS
Students must log into their computers and practice all the skills listed in Black Board. When you complete the mandatory exercises on Black Board for one or more skill you can take the competency tests at any time, after presenting ID card and proof of a score of at least 70%. You will show this to the lab assistants who will then give you the test on the computer.

Below is the schedule for the last day students will be allowed to take the competency tests. The dates are as follows:

<table>
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<tr>
<th>Test Description</th>
<th>Start Date</th>
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<tr>
<td>Vocabulary in Context &amp; Main Idea</td>
<td>September 21st, 2010</td>
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<tr>
<td>Supporting Details &amp; Implied Main Idea</td>
<td>October 15th, 2010</td>
</tr>
<tr>
<td>Relationships/Pattems of Organization and Inferences</td>
<td>November 13th, 2010</td>
</tr>
<tr>
<td>Purpose &amp; Tone, Argument and Critical Thinking</td>
<td>December 06, 2010</td>
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</table>

If you fail, you can return to the lab 3 days later and retake the exam. You will be allowed 2 attempts. Any student who does not complete the practices and pass ALL 4 competency tests by the due date for the lab will fail this course. Your grade for the lab will be an average of the 4 competency tests completed.

INTEGRATED ASSIGNMENTS:

For Fall 20111, REA 0006C and SLS1001 will be doing 4 assignments together. Integrated assignments are generally graded separately; however you are required to meet with others classmates from both classes to collaborate on projects. These assignments are worth 20% of your course grade.

ATTENDANCE POLICY
Reading is a skill that requires continual practice on your part. It is essential that students attend class and show professionalism by being on time. Students may not exceed 6 hours of excused or unexcused absences. There shall be no penalty for a student who is absent from class because of religious holy day observances in his/her own faith, the student’s serious illness, a death in the immediate family, or attendance to statutory governmental responsibilities. However documentation must be provided to the instructor within 72 hours of the absence.
“Death in the immediate family” shall be interpreted to mean mother, father, spouse, child, brother, sister, grandparents, or grandchildren.

“Statutory governmental responsibilities” refer to such matters as jury duty, subpoena for court appearance, or unplanned military obligation.

Students must notify the instructor in advance of an absence(s) due to religious holy day(s) in his/her own faith, and shall likewise notify the instructor in advance of other absences when practicable under the circumstances.

Students are responsible for the material covered in his/her absence and shall be given one week to make up any work or test missed for non-penalized absences only.

The instructor will not withdraw students from this class. It is the student’s responsibility to adhere to the established college procedure and officially withdraw from the class by the official withdrawal date (10/29/10). Students who fail to follow this procedure, who do not show up for class, and who do not officially withdraw will be given a WF after the withdrawal date. This will be computed as an F in the student’s GPA and the student will be required to retake the course.

If a student arrives 15 minutes or more after the class time he/she will not be allowed in the classroom. Every three (3) tardies will be counted as one (1) class hour missed by the student and students who leave before class is dismissed will also be counted as tardy.

EXAMINATION POLICY AND PROCEDURES
A schedule of test dates is provided in the course calendar. Any changes in test days will be announced in class. It is the student’s responsibility to adhere to this schedule, note any changes made by the instructor, and to be present and on time to take exams. There will be NO MAKEUP tests for any reason. A zero will be recorded for each test not taken when scheduled and this grade will be averaged with your other scores.

HOMEWORK / CLASS ASSIGNMENTS
Adherence to Broward College Policy as described in the Student Handbook is required. Assignments are due at the beginning of the class listed on the syllabus. If the student has an EXCUSED/UNEXCUSED absence for the day an assignment is due, it is the student’s responsibility to get the assignment to the instructor by class time. E-mails are acceptable if the assignment is received PRIOR to class start time.

Assignments submitted AFTER the due date/time will result in a letter grade deduction for every 24 hour period up until 72 hours when the assignment grade will result in a zero. If an assignment is due on the last day of class, no late submission will be accepted.
ACADEMIC HONESTY
Broward College expects its students to be honest in all of their course work and activities. Breaches of academic honesty include cheating, plagiarism, misrepresentation, bribery, and the unauthorized possession of examinations, papers, or other class materials that have not been formally released by instructors. A student’s academic work must be the result of his or her own thought, research, or self-expression. Cheating includes, but is not limited to, copying homework assignments from another student; working together with another individual on a take-home test or homework when specifically prohibited to by the instructor; looking at the text notes or another person’s paper during an examination. Cheating also includes the giving of work or information to another student to be copied and/or used as his or her own. This also includes giving someone answers to examination questions either when an examination is being given or after having taken an examination. Students found violating this academic honesty policy in class, during quizzes or exams, or on assignments in the reading lab will be referred to the Dean of Students for disciplinary action, and will receive a failing grade for the course.

CLASSROOM DISRUPTION
Students are expected to participate in classroom activities. In order to preserve an environment conducive to learning, classroom disruption of any kind, i.e. talking, sleeping, and tardiness, will not be tolerated and will result in expulsion from class which will be included as an absence. It is expected that all students will show respect and courtesy to their classmates and instructor. Electronic devices (Cell phones, pagers, CD players, IPods, Laptops, IPads, etc.) are to be turned off during class. If the student's cell phone rings in class, if the student is texting, and/or if the student is accessing the computers/personal laptop in the classroom without prior approval from the instructor, the student will be asked to leave the classroom and will be marked absent for that day. The classroom door will be closed five minutes after the designated start time and you will be marked tardy if you arrive 6 or more minutes after class start time. If you arrive 30 minutes or more after the class time you will not be allowed in the classroom so please be on time.

GRADE APPEAL POLICY
If a student feels that he/she has been unfairly graded in a course, the student should meet or communicate with the faculty no later than the second week of the term in an attempt to settle the disputed grade and avoid the formal Grade Appeal process. If the student is uncomfortable with approaching the faculty member, the Associate Dean should be contacted. Students must start the appeal process within the first three weeks of the succeeding term; otherwise, they lose their right to appeal.

DISABILITY STATEMENT
A student must satisfy the definition of a disability as established by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Section 504 defines a disability as a condition which substantially limits one or more major life activities such as learning, walking, seeing, hearing, breathing, caring for oneself, and working. To be eligible for accommodations, a student must provide appropriate documentation of each disability that demonstrates an accompanying substantial limitation to one or more major life activities.

Students who have special needs as defined by the Americans with Disabilities Act should:

1. Notify the Broward College of Disability Services as early in the term as possible. It is the student’s responsibility to contact the Office of Disability Services to document disability prior to receiving services.
2. Notify the instructor after contacting the Office of Disability Services so that the instructor can consult with the Office of Disability Services to discuss which accommodations are appropriate for the situation.

HOTLINE EMERGENCY NUMBERS
In case of severe weather or any other emergency, call 954 201-4900 for information regarding classes.

EVALUATION AND GRADING
Broward College’s Grading Scale:
A 90 – 100 %
B 80 – 89 %
C 70 – 79 %
D 60 – 69 %
F 0 – 59 %

Your grade will be determined by the following distribution:
20% Reading Lab Work (Average of 4 Competency tests)
15% Vocabulary Tests (5 Units)
25% Comprehension Tests (5)
20% Comprehensive Final Exam
20% LC Assignments

COURSE CALENDAR:

Week 1 Course Overview and Introduction: Review course objectives and requirements of the course. Learning Style Inventory and Note-Taking.

Week 2 Vocabulary in Context
  • Lab orientation.
• Langan, chapter 1
• Reading selection from American 24 Karat
• Vocabulary, Unit 1

**Week 3**  
*Main Idea*
• Langan, chapter 2
• Vocabulary Review: Unit 1
• Discussion
• Reading selection from American 24 Karat

**Week 4**  
*Main Idea (Cont’d)*
• Langan, chapter 2
• Review for *Ten Steps* chapter test
• **Vocabulary Quiz #1, Unit 1, Chapters 1-6: September 15th**
• Reading selection from American 24 Karat

**Week 5**  
*Supporting Details*
• Langan, chapter 3
• **Comprehension Test #1, chapters 1 & 2: September 22nd**
• Discussion from Review Test 4
• Vocabulary, Unit 2
• Reading selection from American 24 Karat

**Week 6**  
*Implied Main Idea and Central Point*
• Langan, chapter 3 & 4
• Discussion from Review Test 4
• Vocabulary Unit 2 Review
• Reading selection from American 24 Karat

**Week 7**  
*Relationships I*
• Langan, chapter 5
• **Comprehension Test #2, chapters 3 & 4: October 6th**
• Vocabulary, Unit 3
• Discussion from Review Test 4
• Reading selection from American 24 Karat

**Week 8**  
*Relationships II*
• Langan, chapter 5
• Review for Comprehension Test
• Vocabulary, Review Unit 3
• **Vocabulary Test Unit 2, chapters 7-12: October 13th**
• Review for chapter test
• Discussion from Review Test 4
• Reading selection from American 24 Karat
Week 9  *Fact and Opinion*
- Langan, chapter 6
- Discussion from Review Test 4
- Vocabulary, Unit 4
- Reading selection from American 24 Karat
- **Comprehension Test #3, chapters 5 & 6: October 20th**

Week 10  *Inferences*
- Langan, chapter 7
- Discussion from Review Test 4
- **Vocabulary Quiz Unit 3, chapters 13-19: October 27th**
- Review for chapter test
- Vocabulary, Unit 4 Review
- Reading selection from American 24 Karat

Week 11  *Purpose and Tone*
- Langan, chapter 8
- Discussion from Review Test 4
- Vocabulary, Unit 5
- Reading selection from American 24 Karat

Week 12  *Purpose and Tone*
- Langan, chapter 9
- Discussion from Review Test 4
- Vocabulary, Unit 5 Review
- **Vocabulary Quiz Unit 4: November 10th**
- Reading selection from American 24 Karat

Week 13  *Argument*
- Langan, chapter 10
- Review for chapter test
- **Comprehension Test #4, chapters 7 & 8: November 17th**
- Reading selection from American 24 Karat

Week 14  *Argument (cont’d)*
- Langan, chapter 10
- Discussion from Review Test 4
- **Vocabulary Quiz Unit 5: November 22nd**
- Review for comprehension Test
- Reading selection from American 24 Karat
- Preparation for Final Exam

Week 15  *Review & Practice Test*
- **Comprehension Test #5, chapters 9 & 10: December 8th**
- Practice with Sample Passages and questions from Work Book
- Discussion from Review Test 4
- Mini Reading Workshops
- Exit Exam Practice Test
- Lab Due: All Competences must be completed by 12/06/10

**Week 16  Review & Practice Test**
- Exit Exam: December 13th at 12:30 p.m.
- Course Review and Evaluation

**Please Note:**
I. You will not pass this course with a “D” or “F”. You will have to repeat the course if you receive these grades. No matter what your class grades are you will not be eligible for a passing grade without a passing grade on the FINAL EXIT EXAM.

II. The course calendar is subject to change at the discretion of the instructor and based on the needs of the class.

**Test Dates & Scores**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Score</th>
<th>Comprehension</th>
<th>Score</th>
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<tr>
<td>September 15th –Unit 1</td>
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<td>September 22nd –Chapters 1 &amp; 2</td>
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<td>October 13th –Unit 2</td>
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<td>October 6th -Chapters 3 &amp; 4</td>
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<td>October 27th –Unit 3</td>
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<td>November 22nd –Unit 5</td>
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<td>December 8th –Chapters 9 &amp; 10</td>
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Integrated Assignments:

For Fall 2011, REA 0006C and SLS1001 will be doing 4 assignments together. Integrated assignments are generally graded separately; however you are required to meet with other classmates from both classes to collaborate on projects. These assignments are worth 20% of your course grade.

Assignment 1: Quintessential Careers: How College is Different from High School

by Jennifer Klein and Alicia LaPolla

In the movie Old School, Luke Wilson and Vince Vaughn start a fake fraternity just so they can relive their college experience. To keep their status as a student organization, they must excel in a wide range of tasks that prove they are true college students. They master everything from academics to community service. Although the tale is just a movie, and you shouldn't believe everything you hear, sometimes Hollywood gets a few things right. College really is the best time of your life. It is a time to be involved in everything your college or university will have to offer. When you reach your 30s, you will likely look back at your college experience and wish you really could do it all over again. College is a time when the “cool kids” disappear. Who you eat lunch with does not define you as a person. There is no such thing as “un-cool.” Welcome to college, where you are now considered an adult.

High School vs. College: Being a First-Year Student/Orientation

Being a first-year student is fun! Unlike high school, where your first year is usually filled with anxiety and the occasional wrong-classroom mishap, colleges prepare first-year students with an orientation that builds a strong bond among class members. Many colleges offer additional early orientation programs (usually a camping trip or gathering hosted in a nearby city) to foster relationships before the school year even begins. Attend as many orientations options as possible. It will make your college transition easier if you already have bonds with your classmates. Once orientation is over and the upper-class students are back on campus, you will find that they are excited to meet the first-year students, and you become very comfortable in the college setting very quickly.

High School vs. College: The Learning Environment

Get used to saying "Professor" or “Dr." Your teachers are no longer Mr. or Ms. Brown, but Professor or Dr. Brown, and guess what? You are expected to have an opinion! You are no longer a passive learner who just sits and listens to a teacher, occasionally writes a paper, and takes a test in which you are expected to simply reiterate what you have learned or been told by the teacher. You will not be provided with notes; rather, you are expected to figure out on your own what’s important. (Professors are available during their office hours for help if what’s important is ever unclear.) In college your professors are expecting you to voice your thoughts, and disagreeing with the professor's opinion is considered an interesting debate, not deviant behavior. Class participation and providing your own perspective and analysis are key to success in the college learning environment.

High School vs. College: Your Social Life

Balancing academic and social life is difficult. This balance is something that most likely your parents helped you with in high school. Now that you are in college, you can no longer rely on your parents for structure, rules, or academic motivation. All of these are now in your hands. Being at college can be socially overwhelming — an array of evening and weekend activities is open to you, including lectures, club/organization events, formals, dorm events, and of course, parties. In addition, many students go to schools in a locale they have not lived in before, so a lot of time is spent exploring your new surroundings. Some students become so involved in social activities that they neglect their academics. While it is good to explore new surroundings and take advantage of social opportunities, it is imperative that you cut out time to focus on your studies. Some students find it helpful to spend studying time in the school library, where they can focus without any interruption. Forming study groups with peers from your classes can also be
extremely helpful, as well as agreeing on a daily "study time" with your roommate, where your dorm room will adopt the atmosphere of the library. And speaking of roommates….

**High School vs. College: Roommates**

Many high school students have their own rooms. If high-school students do share a room, it is usually with a sibling, and not a stranger. Unless you are coming from boarding school, you most likely will need to adapt to life with roommate. Although some think having a roommate is an infringement on privacy, a roommate is actually a great benefit in college. The first few weeks of college can be a lonely time -- you are in a new place with new surroundings. A roommate can keep you company and will help you adapt to college life because you are adapting together. You immediately have someone who can go to the dining hall with you, explore the campus with you, help you find a class location, and share your social network. In addition, with a roommate you can share the costs of college life. You and your roommate can figure out who can bring what into the dorm room, and can split groceries, additional furnishings, and other costs.

**High School vs. College: Culture**

If you are from anywhere other than a big city, most of your friends are probably a lot like you. You may not all share the same personality, but the things you consider "normal" are probably the same. Your parents are probably a lot like your friends’ parents. They probably even share the same tax bracket. You go to the same type of restaurants as your friends. You and your friends probably share similar ideas of what is fun to do on a Friday night. Until you get to college, it rarely occurs to you that life could be any different -- until you find yourself surrounded by hundreds of students just like you, with very different stories. You quickly learn that "normal" simply doesn’t exist. One of the best things about going to college is the opportunity to interact with a wide variety of cultures. Students from the other side of the world and the other side of the county will likely both be living on your dorm floor. Take advantage of this amazing multicultural environment that you might never have access to again.

**High School vs. College: What to Eat/The Freshman 15**

In high school, most likely your parent or guardian did most of the grocery shopping and cooking. Eating healthy was not something that you needed to think about because somebody else was buying and cooking the healthful food. Once in college, you have a wide variety of healthful and unhealthful foods to choose from every meal. Buffets of desserts are offered for both lunch and dinner. Empty carbohydrate snacks are usually staples of a dorm room. People make jokes about the “Freshmen 15,” but it is reality for many students. Less important than the weight gain is the unhealthful diet. Remember that it is very easy to eat healthfully while at college; you just need to make that effort. There are just as many nutritious foods in dining halls as there are junk foods. You need to make the decision to eat healthfully on your own.

**High School vs. College: Making Your Own Choices**

When you are in high school, your parents are often there to stand between you and temptations. Once parents are removed from the equation, you are left with you and your choices. Just because your parents said you cannot do something does not mean you cannot do it. However, this is where personal choice and responsibility come in. Once you are in college in many ways you are considered an adult, and you have more opportunities to be sexually active. You might have been exposed to some of these things in high school, but the “barrier” of your parents’ rules (or boarding-school regulations) made decisions easier. You choose how to balance your academic and social life. You make all of your own decisions, and you are responsible for the consequences. You choose whether or not you are comfortable with drinking, drugs and/or sex. Remember that being an adult does not mean you need to figure everything out by yourself. Gathering information about these and other decisions, and talking to parents, siblings, and friends can help you make these important decisions. Most campuses also have counselors and health-care workers available to provide information and a listening ear. (And, of course you can also ask your roommate).
Directions:

1. With your group members, choose a graphic organizer from http://www.eduplace.com/graphicorganizer/ to outline the article above.

2. Make copies of your graphic organizer and present in class using digital presentation or poster board.

**GRAPHIC ORGANIZER RUBRIC**

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The graphic organizer has an appropriate title and labels.
2. The graphic organizer’s lines, boxes, and text are neat and legible.
3. The information in the graphic organizer is accurate.
4. The spelling, grammar, and punctuation of the text on the graphic organizer are accurate.
5. The graphic organizer presents the information in a manner that is easy to follow.
6. The relationships presented in the graphic organizer are correct and clear.
7. The form in which the graphic organizer portrays the information is appropriate to the relationships being represented.
8. The graphic organizer demonstrates an understanding of the topic, its relationships & related concepts.
9. The graphic organizer fulfills all the requirements of the assignment
10. Overall, the graphic organizer represents the student’s full potential.

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Assignment 2:

Slide 1: Title Page must include…

- A Title (Example – All About Us!)
- You will use Word Art at least once
- Your full name (Both Members)
- You will insert your individual Photo graphic

Slide 2: Our Statistics Page must include…

- Title
- Birth date (you do not have to include the year)
- Birth City
- City Raised
- Height & other physical traits you want to include

Slide 3: Our Hobbies Page must include…

- Title
- List at least 3 hobbies for each of you
- A graphic matching each hobby (3+ graphics) from Clip Art or Internet

Slide 4: Our Favorites Page must include…

- Title
- List at least 8 favorites categories for each of you. Write the category and what your favorite is.

- For example: Favorite Food – Anchovies
Insert at least 2 graphics

**Slide 5: Cultural Background... Page must include...**

* Title

* Insert at least 2 graphics

**Slide 6: Include your Lifeline. This slide must include...**

* Title

* What significant events led you to live where you live and choose Broward College?

* Insert at least 2 graphics

**Total of 12 slides!**
Assignment 3:

1. What are the minimum credits needed to be awarded an Associate of Arts Degree? How many of those credits must be “General Education” credits?
2. What is the Broward College “Repeat Policy/3 Attempt Rule?”
3. Can a credit class with a grade of “C” be repeated?
4. Under the Student Code of Conduct, what are the consequences for academic dishonesty?
5. Under which catalog year can a student graduate?
6. How many terms are there in an academic year?
7. What is a session and how many sessions are there in a major term?
8. What does FACTS.ORG stand for? What are two resources in FACTS.ORG?
9. When a student transfers to a state university, why is it important to check pre-requisite requirements?
10. Define grade point, quality point, and grade point average (GPA)

11. Using the following credit classes, calculate the grade point average

   ENC 1101  3 credits  “B”
   MAT1033  3 credits  “C”
   SPC1024  3 credits  “A”
   HLP 1081  2 credits  “A”

12. What is the Broward College Code to use on the FAFSA form?
13. What are 3 different types of financial aid?
14. How is an AAS Degree different from an AA Degree?
15. What is the difference between an official transcript and an unofficial transcript?
16. Give three examples of “Support Services.”
17. What is the “Gordon Rule?”
18. How do you make an appointment with an advisor on line?
Assignment 4: Reading Changed My Life

In groups, students will be assigned to read one of the three true stories in the book, “Reading Changed My Life.” Students will then create a skit depicting what was read in the story. Students must use props in their delivery. Your group will present the skit in a creative, informative, and serious manner. The skit should include, but is not limited to:

- Year(s): When did this occur?
- Background or history of main character.
- Characters involved in the story.
- Decision made by the main character.
- Effects of reading on main character.

You will be graded using the rubric below.

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<th>Skit Scoring Guide</th>
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<td>Developing and Sequencing</td>
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### STUDENT SYLLABUS SIGN-OFF SHEET

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<th>REA 0006C</th>
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<tbody>
<tr>
<td>Course Ref. Number:</td>
<td>391007</td>
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<td>Days of week class meets:</td>
<td>M/W</td>
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<tr>
<td>Time:</td>
<td>12:30-1:45 PM</td>
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</table>

By my signature I indicate that I have read the syllabus, understand it, and agree to adhere to it.

_________________________________________  ____________________________
Student’s signature                      Student ID Number

_________________________________________  ____________________________
Student’s name (printed)                 date