### 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

- Nist & Mohr. *Improving Vocabulary Skills, 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>
<thead>
<tr>
<th>Vocabulary in Context &amp; Main Idea</th>
<th>1st test</th>
<th>September 21st 2010</th>
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</thead>
<tbody>
<tr>
<td>Supporting Details &amp; Implied Main Idea</td>
<td>2nd test</td>
<td>October 15th 2010</td>
</tr>
<tr>
<td>Relationships/Patterns of Organization and Inferences</td>
<td>3rd test</td>
<td>November 13th 2010</td>
</tr>
<tr>
<td>Purpose &amp; Tone, Argument and Critical Thinking</td>
<td>4th test</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.

SERVICE LEARNING
Service-learning is a teaching method that combines service to the community with classroom curriculum. It is more than merely community service. It is a hands-on approach to mastering subject material while fostering civic responsibility. Students will spend a minimum of 8 hours over the course of the term on an academic service-learning project. This project is the link between community service and classroom studies. In other words, your project is designed around meeting the course’s learning and civic objectives. You will improve your academic skills by applying what you learn in college to the real world; then reflect on your experience to reinforce the link between your service and your learning (Please see detailed project guidelines on attachment). The project will support the following course objectives REA0006C:

- The student shall be able to apply various learning strategies and critical thinking strategies to their college course work.
- The student shall recognize topics, recognize main ideas, identify supporting details and recognize patterns of organization
- The student shall demonstrate the ability to recognize purpose, distinguish fact from opinion, detect bias, recognize tone, determine
implicit and explicit relationships within and between sentences and recognize valid argument, and correct inferences and conclusions

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 contracting 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% SL 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 15*th  
- Reading selection from American 24 Karat

Week 5  *Supporting Details*  
- Langan, chapter 3  
- *Comprehension Test #1, chapters 1 & 2: September 22*nd  
- 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 17\textsuperscript{th}**
- Reading selection from American 24 Karat

**Week 14**  
*Argument (cont’d)*  
- Langan, chapter 10  
- Discussion from Review Test 4  
- **Vocabulary Quiz Unit 5: November 22\textsuperscript{nd}**  
- 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 8\textsuperscript{th}**  
- 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 15\textsuperscript{th} at 8:30 a.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**

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<thead>
<tr>
<th>Vocabulary</th>
<th>Score</th>
<th>Comprehension</th>
<th>Score</th>
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<tbody>
<tr>
<td>September 15\textsuperscript{th} – Unit 1</td>
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<td>September 22\textsuperscript{nd} – Chapters 1 &amp; 2</td>
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<tr>
<td>October 13\textsuperscript{th} – Unit 2</td>
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<td>October 6\textsuperscript{th} – Chapters 3 &amp; 4</td>
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<tr>
<td>October 27\textsuperscript{th} – Unit 3</td>
<td></td>
<td>October 20\textsuperscript{th} – Chapters 5 &amp; 6</td>
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<tr>
<td>November 10\textsuperscript{th} – Unit 4</td>
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<td>November 17\textsuperscript{th} – Chapters 7 &amp; 8</td>
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<tr>
<td>November 22\textsuperscript{nd} – Unit 5</td>
<td></td>
<td>December 8\textsuperscript{th} – Chapters 9 &amp; 10</td>
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Fall Service Learning

Students will volunteer a minimum of 8 hours with either:

1. **Broward County Library after School Program**: students will work one on one or with small groups of elementary students from ages 6 to 12 providing homework help, reading practice and enrichment as well as literacy skills and character development.

2. **The STARS Academy at Broward College** (Steering Teens Towards Academic Rewards and Success) at Broward College is a mentoring/tutoring program which matches at-risk students, grades 6 to 12, with local citizens for bi-monthly sessions, focusing on reading, math and life skills. Tutoring is supplemented with cultural enrichment activities for students.

Assignments

1. The activities you do in service-learning will help you understand the reading process better as you teach children the skill they need to read faster and with better understanding. Choose one of the three reading techniques listed below and use it with your tutee.

   a) Example: You can apply the SQ3R method of textbook study to readings. In this class, you will learn to survey a book before you read it. You will learn to ask questions about what you will be reading to focus your mind on what the book says. You will learn to read more quickly while you look through the book for the answers to your questions. You will learn to organize and write down the answers you have found for your questions. This is the way good readers read. You will teach these same skills to children to help them learn to read well.

   b) The Second strategy is using context clues. You will demonstrate knowledge of structural clues in determining the meaning of unfamiliar words. What do you do when you come to a word you don't understand when you are reading? Do you stop reading and look up the meaning of the word? This class will teach you to look for clues in the sentences around the word you don't understand. These clues may be synonyms, or words that have the same meaning as the word you don't understand, or antonyms,
words that have the opposite meaning from the word you don't understand. There may be even be examples of the meaning of the difficult word in the sentences around it. Once you learn these clues, you will be able to teach yourself the meanings of new words every time you read. In service-learning, you will teach children to look for these clues in the books that they read so that they will increase their vocabularies.

c) The third strategy is to draw accurate conclusions and predict outcomes by logically putting together facts and details. When you practice the reading skills that you will learn in this class, you will find that you can guess what the author of a book or article will say before he says it. This is because you will become an active reader. When you read to answer the questions that you have been asking yourself about the book, you will use your logic to put the facts and details the author uses in his writing into a pattern. At first you may be wrong about the pattern the author is drawing with his facts, but with more and more practice, you will be able to guess what pattern the author is using even before you finish reading the book or article. You will find that you can predict what the author will say at the end of the book or article before you finish reading. In the same way, you will teach children to ask questions as they read books, or listen to books being read to them so that they become active readers. You will ask them to guess what the author will say.

2. You will keep a journal and write down the details of your volunteer reading experiences. Date all of your journal entries. Write down something as soon as you finish your activity. Write for ten minutes straight without stopping after each volunteer activity. Note the name of the teacher of the class in which you read and the number of children who heard your story. You can write the positive and negative things that happened when you read your story and taught about readings skills.

3. Finally, write a reflection which can be a 3 to 4 page paper or a digital presentation using Power Point or Media player format. It can also be done on a Poster Board. **NOTE:** Be sure to discuss with your site supervisor any rules or limitations he or she may have about taking
pictures. Some sites may not allow you to take pictures of people who are being serviced by
the site.

The paper or digital presentation should be a polished, formal record of your thoughts about
your service learning project. You should use the notes you write in your journal in order to
write this paper. The paper or digital presentation should include the following parts:

**Journal Description:**

- What were your duties and responsibilities? (include the host teacher’s name and the
  number of students you read to or tutored)
- Describe your work situation and environment.
- Describe the audience’s reaction to your reading.

**II. Evaluation:**

- How did this experience affect your understanding of the reading process?
- What reading strategies or techniques would you use in your future studies? Why?
- What did you learn from your volunteer experience?
- Did this experience affect your own personal goals and career objectives? How?

**III. Integration:**

- Is there anything you would change about your reading tutoring experience to make it
  more valuable to you?

You will receive a grade based upon whether your book summary reflection, journal entries, and
evaluation papers were completed. The journal will be worth 15% of your final grade. The
evaluation paper will be graded for content, that is, were all sections completed and all
questions answered? The paper will also be graded for structure, clarity, grammar (See Rubric
which will be given in class).
STUDENT SYLLABUS SIGN-OFF SHEET

Name of Course: REA 0006C
Course Ref. Number: 390997

Days of week class meets: M/W
Time: 9:30-10:45 A.M.

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