

**NORTHEASTERN TECHNICAL COLLEGE
COURSE OUTLINE**

COURSE:	PREFIX:	NO:	EFFECTIVE DATE	NEXT REVIEW DATE		
	RDG	032	FALL 2005	FALL 2006		
TITLE:			CREDITS	CONTACTS		
				CLASS - LAB - TOTAL		
READING ESSENTIALS			3	3	0	3
PREREQUISITES: COMPASS: 43-65						

DESCRIPTION:

Developmental Reading is intended for students who need improvement in basic reading skills. Based on assessment of student needs, instruction includes vocabulary, comprehension, use of reference materials, and an introduction to analysis of literature. Non-Degree Credit.

TEXTBOOK(S) OR ALTERNATIVE:

Reading Skills for College Students, 6th edition by Ophelia Hancock: Pearson.
Reading Essentials Handbook, Knockemus, NETC Print Shop, 2004
 A quality dictionary

MATERIALS (specifying those to be purchased by student):

Loose-leaf notebook, loose-leaf paper, pens, and pencils

COLLATERAL READING: Will be assigned.

CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):

College and Class Policies:

1. Students are reminded of the College Policy regarding **Academic Dishonesty** as outlined in the College Catalog. Should a student break College Policy and complete any assessment not entirely his/her own work, plagiarize, or by using unauthorized materials, said student will receive a grade of 0/F on that assignment.
2. **Attendance** - College policy states that for a MWF class no more than nine classes may be missed, for a TTH class no more than six classes may be missed, and for an evening class no more than three classes may be missed—**regardless of excuse**. After the excessive absence, the student will be dropped from the course with an NC (*No Credit*).
3. **Withdrawals** with a grade of W will be awarded through midterm regardless of the student's academic performance; however, a grade of NC (no credit) will be awarded if the student withdraws after midterm with a failing average. NO withdrawals are permitted 2 weeks before the semester's end.
4. **Tardy** - If a student is more than five minutes late for class, the student will be recorded as being tardy. Three tardies constitute one absence. If a student arrives to class thirty (30) minutes or more late, the student will be counted absent.

For each tardy and absence, the student must discuss the situation with the instructor at the end of the class session.

5. **If a student must leave class early**, the instructor must be notified before class starts. If the instructor is notified before class starts, then the student will be able to get all assignments that will be given during the class.
7. **Make-up a quiz or test** - The student must contact the instructor before the assessment is given; then, he/she must provide a written, verifiable excuse upon his/her return to class. Make-up will then be given at the earliest possible date. Should the student be late for a quiz or fail to follow the above procedure, the student will receive a 0 on that assessment.
8. **Electronic Communications** - Students are reminded of College Policy regarding cell phones, beepers, pagers, etc.; all must be turned off upon entering class and must remain off and unseen during class. On-call emergency personnel (police, fire, EMS); these students are required to notify the instructor with documentation verifying employment at the beginning of the term or at the beginning of each applicable class session.
9. **No** food or drinks are allowed in the classrooms.
10. All original, **graded work** will be kept by the instructor and will be available for review by the student upon request.
11. It is mandatory that every student wear his/her **student ID** at all times when on the Cheraw campus. The instructor will dismiss students without ID from class. The student may get his/her ID and return to class before the midpoint of the class. If the student cannot get his/her ID and return to class by midpoint, the instructor will record the absence.
12. **Students with disabilities** are encouraged to contact the Vice President for Student Services to discuss needs or concerns as they pursue an academic program and participate in campus life. The Vice President for Student Services will provide guidance regarding official documentation of disabilities and/or accommodation of needs. (See College Catalog)

RESOURCES (A-V, persons, tools/equipment):

Library, Success Center, Class time

COURSE TOPICAL OUTLINE (List topics and sub-topics of course) and Calendar or approximate length of time devoted to topic.

The following schedule is **tentative** and allows students to be aware of what will be expected of them each week in this class.

WEEKLY ASSIGNMENT SCHEDULE

Week 1: Introduction to the Course

Go over the Syllabus
Look over the Text
Read pages xxvii-xxxiii
Read Chapter One - Successful Attitudes Toward Reading and Learning - pages 3-25
Vocabulary
Chapter One Test

Week 2: Read Chapter Two - Using Context Clues - pages 30-44
Vocabulary
Chapter Two Test
Assign Article #1

Week 3: Read Chapter Three - Learning Word Parts - pages 54-84
Vocabulary
Chapter Three Test
Article #1 due
Assign Book Report
Choose Novel

Week 4: Read Chapter Four - Learning New Words - pages 87-116
Vocabulary
Chapter Four Test

Week 5: Read Chapter Five - Reading as Thinking - pages 121-138
Vocabulary
Chapter Five Test
Assign Article #2

Week 6: Read Chapter Six - Understanding Sentences - pages 149-167
Vocabulary
Chapter Six Test
Article #2 due

Week 7: Read Chapter Seven - Understanding Paragraphs: Main Ideas and Supporting Details - pages 180-221
Vocabulary
Chapter Seven Test

Week 8: **Midterm**
Read Chapter Eight - Following the Author's Thought Patterns - pages 222-248
Vocabulary
Chapter Eight Test
Book Report due
Assign Article #3

Week 9: Read Chapter Nine - Reading Textbook Chapters - pages 259-299
Vocabulary
Chapter Nine Test

WEEKLY ASSIGNMENT SCHEDULE: (Continued)
Article #3 due

Assign Research Report

- Week 10: Read Chapter Ten - Reading Graphic and Electronic Information - pages 311-335
Vocabulary
Chapter Ten Test
- Week 11: Read Chapter Eleven - Organizing and Remembering Information - pages 348-381
Vocabulary
Chapter Eleven Test
Assign Article #4
- Week 12: Read Chapter Twelve - Interpreting the Writer's Message and Purpose - pages 392-414
Vocabulary
Chapter Twelve Test
Article #4 due
- Week 13: Read Chapter Thirteen - Evaluating Asking Critical Questions - pages 427-458
Vocabulary
Chapter Thirteen Test
- Week 14: Read Chapter Fourteen - Reading Essays and Literature - pages 471-496
Vocabulary
Assign Article #5
- Week 15: Research Report due
Article #5 due

EXAM DAY: Chapter Fourteen Test

OBJECTIVES OF COURSE:

- Students will be able to understand meanings of words using context clues.
- Students will be able to define and apply vocabulary terms in a range of contexts.
- Students will be able to identify relationships of ideas within passages and text.
- Students will be able to distinguish supporting details from main ideas.
- Students will be able to identify main ideas in passages and text.
- Students will be able to paraphrase passages and main ideas from various sources.
- Students will be able to demonstrate comprehension and retention of information using new techniques and methods.

INSTRUCTIONAL METHODS TO COMPLETE OBJECTIVES:

During lecture sessions, the instructor will use the textbook to

conduct study and discussion sessions about reading skills or about reading assignments. There will be tests for each of the chapters covered in class, as well as vocabulary tests.

There will be a written report on a book read by the student and a research report. Students will have article reports to do during the semester.

EVALUATIVE METHODS TO APPRAISE OBJECTIVES:

Tests - there will be 14 (fourteen) tests throughout the semester- these tests are multiple choice in format and will be used on material covered in each chapter.

Reports - (1) a report based on Book read by Student - each student will choose a novel from the reading collection; the book must be read and then a report written about that book (2) a report that involves research.

Articles - throughout the semester, the student must choose 5 (five) articles from the reading collection, the student will have one week to complete all work associated with each article.

Vocabulary - each week the student will be given a list of vocabulary terms that he or she must prepare themselves for a test at the end of each week - test format will vary.

GRADING SYSTEM:

Tests -	50%
Reports - one based on Book read by Student -	15%
Articles -	15%
Homework + Classwork + Pop Quizzes -	20%

100 - 90 = A
89 - 80 = B
79 - 70 = C
Below 70 = NC

The student must earn a "C" or higher to go to RDG 100.

STATEMENT OF COLLEGE-WIDE STUDENT COMPETENCIES:

Graduates will be able to comprehend and generate written and oral communication necessary for success in their lives and chosen careers.