**REA 1105 – Online Syllabus**

**Critical Reading and Thinking**

**Fall 2014**

**Instructor:** Dr. Laura Smith                                                                   **Office:** Tarpon Campus, LY 203

**Textbooks:** *The Art of Critical Reading*, 3rd                                              **Office hours:** Mon-Thurs. 9:30-4:00

By Mather & McCarthy (ISBN: 978-0073407210)                                       **Email:**   Use Angel

*Advanced Word Power* by Johnson & Garner (ISBN: 9781591942269)            **Phone:** 727-712-5795

Welcome to REA 1105…

*Most of you are taking the course to fulfill a requirement to get into a program of study. I have created a course for you that should you take it seriously, you will see improvement in your critical reading and thinking skills. I am here to guide you through this journey of improvement, but you must be willing to do the work in a timely manner for the improvement of reading skills occurs over time by being diligent and serious about wanting to improve your skills. If you approach this course as simply trying to “get it done” you will not be successful. This is a time to say: “I need to learn these skills, so I can be successful in reading the textbooks that I will be reading in the future.”   This is an opportunity for change.*

Course Description

Prerequisite: REA 0017 or EAP 1695 or appropriate score on the SPC placement test. This course is designed to develop and enhance literal and critical reading skills and vocabulary. Emphasis is also on critical thinking skills: analysis, interpretation, synthesis, and evaluation. 47 contact hours.

Major Learning Outcomes

         1.   The student will extend knowledge and application of literal and critical reading skills of selected passages drawn from across the disciplines.

         2.   The student will enhance vocabulary skills.

         3.   The student will develop critical thinking skills in reading.

Course Objectives Stated in Performance Terms

         1.   The student will extend knowledge and application of literal and critical reading skills of selected passages drawn from across the disciplines by:

               a.   determining main ideas.

               b.   analyzing major and minor supporting details.

               c.   recognizing the elements of an argument such as bias and fallacies.

               d.   determining the author's purpose.

               e.   analyzing organizational patterns.

               f.    distinguishing between fact and opinion.

               g.   determining the author's tone.

               h.   perceiving explicit as well as implicit relationships between words, sentences, ideas, and paragraphs.

               i.    drawing logical inferences and conclusions.

         2.   The student will enhance vocabulary skills by:

               a.   analyzing words, using structural analysis (knowledge of prefixes, roots, suffixes).

               b.   analyzing sentences and passages for context clues leading to meanings of words.

         3.   The student will develop critical thinking skills in reading by:

               a.   analyzing meaning of selected passages.

               b.   interpreting meaning of selected passages.

               c.   synthesizing ideas within selected passages.

               d.   evaluating ideas within selected passages.

**Two Separate Final Exams:**

**Final Reading Comprehension Exit Exam**   28 out of 44 is minimum passing. A student must score 28 or better on this exam to exit the class successfully. There is only one attempt on the reading final exam. You can take this final exam from your home.

**Final Vocabulary Exam (100 possible points)** – can take from home

|  |  |  |
| --- | --- | --- |
| A |  | 90 - 100 points |
| B |  | 80 - 89 points |
| C |  | 70 - 79 poins |
| D |  | 60 - 69 points |
| F |  | < 60 |

**Grading Policy:**Reading quizzes                   30 points

                                Reading tests                       30 points

                                 Vocabulary Unit Tests          15 points

                     Vocabulary Final                   15 points

                            Practice Exercises/Quizzes  10 points

Final Reading Exam (not part of the percentage…you simply must have a passing raw score of 28 items correct)

The grade of “I” (incomplete) indicates continuation necessary. The student must return the following session to complete all assigned work. Failure to do so will result in an “F” as the final mark. (Session I students have until the end of Session II and Session II students have until the end of Session I and Session III students have until the end of Session I) Note: A form outlining the unfinished assignments must be signed by the student and instructor.

**My Expectations of Students**

* Participate in class discussion for a positive learning experience.
* Treat the opinions of others with respect and tolerance.
* Complete all assignments on time and with thoughtfulness.
* Practice academic honesty in all your work.
* Contact me promptly if there is an issue requiring my attention—Angel email, phone, or come in and seeme

**Your Expectations of Instructor**

* Meaningful assignments designed to broaden knowledge and improve college reading skills.
* Availability to address any concerns or issues that may interfere with the learning process.
* A reasonable class pace that will satisfy the course objectives.

**Course Exit Requirements:**

In order to pass the course, **you must pass your course work with a D or higher**, **and you must pass a final reading comprehension exam**. Your score on the exit exam does not count toward the final point total for the course. The exit exam is a separate passing requirement.

The comprehension exam has 44 questions of which you must answer 28 of them correctly. Even though a D is an acceptable passing score for your course work, it will not transfer to another school as credit. The comprehension test and vocabulary exam have no time limit.

**Quality of Work Expectations:** Assignments should be thoroughly completed and up to the standards expected of college level students in order to be considered for credit. Assignments that are incomplete or below standards expected of college level students are not reviewed for credit.

**Attendance Policy**

* Instructors are no longer able to withdraw students for any reason. It is the students' responsibility to withdraw themselves from their courses.
* The withdrawn student and the student’s instructor will receive timely notification through SPC e-mail whenever a withdrawal occurs. This includes student self-withdrawals as well as any kind of administrative withdrawal.
* Any student identified by an instructor as not attending at least once during the first two weeks of class will be      considered a “No Show” and will be automatically withdrawn with a grade of “W.”
* Students not actively participating in class as determined by the instructor after the 60 percent point (June 19) of the      term will automatically receive a grade of “WF.”

**Withdrawal:** A student who stops making regular contact in the course or submitting assignments will be issued an "F".  Online students have the option of withdrawing themselves from an online class.   **Students must maintain active participation in the class in order to meet the college attendance requirements. Students who are not actively participating in the course (completing all course assignments ) may be withdrawn by the college within the first two weeks of the semester or by the October 23rd in the semester.**

**Submitting Work:** All work is done and sent through the weekly folder assignments. You can check your progress in the course by going to the Reports tab and choosing grades. Please note that if you have missing assignments, the average mark shown in the upper left hand corner of the reports-grade screen will not be accurate, for I will not enter “0’s” for incomplete work until the end of the session. The discussions are open for all students to read. It is recommended that you take the time to review what other students have posted.

In the course, you will be asked to complete activities from your comprehension and vocabulary texts. Read the instructions for each lesson thoroughly before beginning an assignment. This is an intense READING course and you should be very familiar with each article before attempting a quiz. The main activity in this course will be taking reading quizzes to improve your critical reading skills.

**Working Online:** It essential that you have regular access to a computer. Using a cable connection such as Road Runner or a DSL connection makes it much easier to process work and send assignments. You can also use the computers at any of the college's learning labs and libraries. You will have to check to see when the labs are open. Sometimes students are taken offline while in the middle of completing work. This may happen when your Internet service times out because it doesn't detect any activity. In order to avoid this, it may be better to compose your work offline, then enter your answers. If you do lose a connection while taking a test or quiz, please contact me so I can reset your assignment to retake it.

**Technical Assistance:** If you experience technical problems, contact the tech support group at the college. The contact information is available on your login page or the e-campus home page.

*727-341-4357 Student line:* [*http://www.spcollege.edu/helpdesk/*](http://www.spcollege.edu/helpdesk/)

For example, if you have a pop up window blocker installed, you may experience difficulty accessing the quizzes in the course. You will need to disable the blocker. Tech support is very good at helping students with difficulties. It is important that you take care of any technical problems early because once the semester begins and you have access to the course, it is essential that you begin work in the course immediately. You do not want to get behind.

Working well ahead of the deadlines will leave you with more time to resolve any problems that may occur.

**Recommendations:**

Students who tend to do well in distance learning classes are generally self-motivated and self-disciplined workers. It is recommended that you review all lessons in the course at the beginning of the semester. This will help you understand what you will be asked to do during the semester. **I encourage students to set a personal deadline for each lesson that is at least two days ahead of the due date.** This gives you more time to work out unforeseen problems.  Work well ahead on your assignments. Please do not hesitate to call me if you are having problems doing an exercise (727-712-5795).

**Course Exit Requirements:**

You must score a 28 or better on the final reading comprehension exam in order to pass the class. In addition to scoring 28 or better on the comprehension exit exam, you must earn a passing grade in your course work.(Yes, I have said this earlier in this syllabus)

Missing lessons may result in a student earning a "D" or "F" grade for the course.

**Establish a routine to get your assignments finished.**

Most problems with grades and assignments occur with work that is completed at the last minute. Students who are up against a last minute deadline hurry through assignments and the work often needs to be revised. Work that is done well in advance of the deadline leaves more time to do well. Establish a regular routine for completing the assignments.

**Response Time:**

I try to respond to questions and assignments Monday through Friday- everyday.   I access my online classes at various times during the day and weekends.  If you have questions, don't hesitate to email them to me. It is better to be fully aware of what is expected from the beginning of the course.

**Student Survey of Instruction:** The college has asked that the following statement be included in the syllabus.

Every student is expected to complete the Student Survey of Instruction survey which will be available online about three quarters of the way through the class.  The survey is used to determine the strengths and weakness of the course material and instruction.  It is anonymous, and students will be able to check NA to every question if they wish to do so.  We hope that all students will take the time and provide us with the evaluation feedback which is so helpful in improving our courses.

**Attention Students: The Special Notes are an important part of the syllabus and can be easily accessed by this link, so do take the time to read this very important information:** <http://www.spcollege.edu/addendum/index.php>

**ACADEMIC HONESTY**

It is your responsibility to be familiar with St. Petersburg College’s Academic Honesty policies and the consequences of violations. There is no tolerance for any form of academic dishonesty. Discipline can range from a zero on a specific assignment to expulsion from the class with a grade of “F”. Cheating, plagiarism, bribery, misrepresentation, conspiracy, and fabrication are defined in Board Rule 6Hx23-4.461. Student Affairs: Academic Honesty Guidelines, Classroom Behavior. [http://www.spcollege.edu/academichonesty/](http://www.spcollege.edu/academichonesty/Students) Students should familiarize themselves with the academic integrity policy in the addendum.   *Weekly assignments are posted in the online site and also at the end of this syllabus.*

REA 1105 Online Weekly Assignments

Weeks 1 and 2

1. Participate in the discussions ( my way of taking attendance in first 2 weeks since some of you may not have books right away)

2. Reading Quizzes: First read chapter one in your textbook, then read each story and complete the comprehension questions at the end of each article (don't do these all at one time unless you have the time!) Once you have the answers, open the quiz and put your answers in!

Plan on doing at least one a day! This is the "heart" of the course (they are the same questions that follow each article in your textbook)

Psychology "Creativity"

Artforms: Shaping her People's Heritage: Nampeyo

Approach to Mind and Behavior - Critical Thinking--Uncommon Sense

Commencement Address

Concepts in Health: Stress: The Constant Challenge

All-Nighter?

Overcoming Dsylexia

Analyzing Internet Sites

3. Vocabulary Assignments

a. Context Clues After you have read the lecture notes AND pages 39-41, The practice quiz is designed to familiarize you with the types of questions you will see on the final exam. In fact, it may be a good idea to use the lecture notes while you take the quiz. Lecture notes; however, will not be permitted when you take the final exit exam for the course.

b. Advanced Word Power Chapter Tests: chapters 1-5 (not part of your final mark)

c. Advanced Word Power (posttest) Unit 1 Test ( all 5 chapters- 50 words) - yes, part of your final mark

4. Lecture: Read Determining Word Meanings in Context and then read pages 26-29 and 39-41

Week 3 Topics, Main Ideas and Supporting Details

1. Read Chapter Two (pages 68+)

2. Folders:

a. Lectures -- read them before taking practice quizzes (item b)

b. Practice Quizzes - read chapter two and lectures first then take the quizzes

c. Practice Exercises: Locating Topics in Textbook Material ( 71-73)

                       Locating Main Ideas in Textbook Material ( 73-74)

                                   Identifying Main Ideas and Supporting Details and Diagramming

                                   Paragraphs in Textbook Material (76-78)

d. Vocabulary Assignments: remember you can use the Townsend Press web site

 ([www.townsendpress.net](http://www.townsendpress.net/)) to practice learning **the meanings of these words and  you do not have to email me**

1. Vocabulary Unit 2 Chapter Tests 6 - 10 -- do these tests after you complete your work in the Advanced Word Power book - you want to have a good grade, don't you! (answers to Sentence Check 1 is in the back of your book, and answers to Sentence Check 2 ..not there, so look at the bottom of your table of contents for the answers.

2. Complete Unit 2 Test on chapters 6 -10 when you are sure you know the words ...50 words on this test

e. Reading Quizzes: (TIME MANAGEMENT HINT: DO ONE EVERY OTHER DAY)

READ THE ARTICLE AND WHILE READING UNDERLINE WHAT YOU THINK IS IMPORTANT. THEN DO THE QUESTIONS AT THE END OF THE ARTICLE AND WHEN YOU FEEL YOU REALLY HAVE THE CORRECT ANSWERS...GO AND OPEN THAT QUIZ AND PUT YOUR ANSWERS INTO THE QUIZ

Black Men and Public Spaces by Staples

The Look of a Victim by Malandro and Barker

Gilberts' Living with Art by Getlein

Week 4 and 5 Determining Author's Purpose and Tone

1. Read Chapter Three and Chapter Seven (Review the list of tone words provided in the text and lecture notes. Incorrect answers on tone questions are quite often the result of not knowing the meanings of the tone words that are used as possible answer choices.)

a. Lectures: Author's Purpose and Author's Tone-- read them before taking practice quizzes (item b)

b. Practice Exercises:

Exercise 1: Determining Author's Purpose (pp. 111-112).

Exercise 2: Clues indicate Purpose and Main Idea (pp. 113-114)

Exercise 2: Identifying Tone in Textbook Material (pp. 264-267)

You will have three attempts to complete each quiz, and once you have submitted the quiz for grading, your score will be revealed to you each time. HOWEVER, the first submission will appear in your gradebook, so I can see your "learning curve." HOWEVER, you should do the extra attempts to see if you finally "get it'! I will be looking at those attempts as well. I can see everything.

c. Practice Quizzes - read the chapters and lectures first then take Purpose and Tone Quiz

d. Reading Quizzes: (TIME MANAGEMENT HINT: DO ONE EVERY DAY)

READ THE ARTICLE AND WHILE READING UNDERLINE WHAT YOU THINK IS IMPORTANT. THEN DO THE QUESTIONS AT THE END OF THE ARTICLE AND

WHEN YOU FEEL YOU REALLY HAVE THE CORRECT ANSWERS...GO AND OPEN THAT QUIZ AND PUT YOUR ANSWERS INTO THE QUIZ

The Country Mouse and the Town Mouse by Aesop (119)

Life of the Edge by Greenfeld (126)

Vincenzo Perugia by Getlein (135)

Lucky Man - A Wake-Up Call (270)

Waiting in ...Lines by Mather (278)

Dave Barry is not taking this down- Eye of the Beholder (282)

Frida- Accident and Aftermath (286)

e. Vocabulary Assignments: use the Townsend Press web site to practice learning the meanings of these words

1. Vocabulary Unit 3 Chapter Tests 11-15 do these tests after you complete your work in the Advance Word Power book - you want to have a good grade on Unit 3 test , don't you!

(answers to Sentence Check 1 is in the back of your book, and answers to Sentence Check 2 and Final Check posted in separate folder under Lessons tab

2. Complete Unit 3 Test on chapters 11-15 when you are sure you know the words ...50 words on this test

Week 6 and 7 Recognizing Organizational Patterns and Recognizing Relationships Between and Within Sentences

1. Read Chapter 4 (149)

2. The sentence relationship skills covered in this lesson are related to recognizing organizational patterns.

Recognizing relationships between and within sentences asks you to go one step further. It asks you to now examine the structural relationship that exists between two sentences or within one sentence by examining how one part of the sentence relates to the second part of the sentence.

Since no specific chapter in our text examines these relationships, you will have to rely on the lecture notes. You will be somewhat familiar with this skill since chapter 4 on organizational patterns has you look at how transitions signal relationships between ideas in a passage. This skill further clarifies those relationships.

Folders:

a. Lectures : Organizational Patterns

                     Relationships Between Sentences

                     Relationships Within Sentences

b. Practice Exercises:

       Review Test: Identifying Patterns of Organization in Textbook Material (166-69))

       Exercise 6: Relationships Within and Between Sentences (171)

c. Practice Quizzes:  Organizational Patterns Practice 1

                                   Organizational Patterns Practice 2

[Relationships Within Sentences](https://mycourses.spcollege.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=52795D0A887043AEAD93ADC32EE83826)

                                   Relationships Between Sentences

d. Reading Quizzes:   "School Cheating Scandal Tests a Town's Values" (175)

e. **Reading Test 1**

f. Take the Health Quiz (not for a grade, but many of you are majoring in health sciences!)

g. Vocabulary Assignments: Chapters 16-20

Vocabulary Chapters Tests: 16-20

Vocabulary Unit 4 Posttest on chapters 16-20

Week 8   Identifying Logical Inferences and Conclusions

1. Read Chapter 5: Inferences (190)

2. Lecture: Inferences/Conclusions

3. Practice Exercises

4. Drawing Inferences from Textbook Material exercises.

5. Reading Quizzes:

         "Barney" by Stanton   
         "A Remote-Controlled Rat" by Chang

         "The Life and Death of a Western Gladiator"

         "Wolf Songs"

6. Vocabulary Assignments Chapters 21-25

    Vocabulary Unit 5 posttest

**Week 9 and 10: Chapter 6 Figurative Language and Chapter 9 Point of View**

Reading Quizzes:

To Be of Use by Piercy

A Walk in the Woods

Farmworker's Daughter- Growing Up Mexican in America

Popular Mechanics by Carver

The Lady or the Tiger?

Our Animal Rites

Multiple Points of View: The Vietnam War Memorial

2. Practice test for vocabulary final exam

3 Practice Quiz: Determining Point of View

4. Practice Exercises: Exercise 1: Figurative Language

5. **Reading Test 3**

6. Vocabulary Chapters 26-30 and Unit Test 6

**Week 11 and 12** Recognizing Fact and Opinions and Detecting Bias

1. Read Chapters Eight: Fact and Opininon and Chapter Ten: Bias

2. Read lectures: Bias and Fact/Opinion

3. Practice Exercises:

Complete text Exercise 1: Identifying Facts and Opinions (302).

Complete text Exercise 2: Identifying Facts and Opinions (302).

Complete Exercise 5: Identifying Bias in Textbook Materail (384-87).

Complete Exercise 7: Identifying Logical Fallacies (415-16)

4. Reading Quizzes:

Pseudopsychology--Astrology

Janson's History of Art

Bug Heads, Rat hairs--Bon App\*tit!

Fast Food Nation

*Just read the article Evaluating Health News*

Chevrolet Summers, Dairy Queen Nights

Teachers, Schools, and Society ( Seven Forms of Bias)

WEEK 13 Chapter 11: Recognizing Valid and Invalid Arguments

1. Read Chapter Eleven (417)

2. Lecture: Valid and Invalid Arguments

3. Practice Exercises:

     Exercise 2: Identifying Inductive and Deductive Arguments

                 Comprehension Checkup ( amendments)

4. Practice Quizzes: Valid and Invalid Argument

5. Reading Quizzes

“Don't Believe Everything You See or Hear on the News" by Cunningham

"John Adams" by McCullough

“American Art “ -George Washington

**Suggestions about the final vocabulary exam:**You should also be reviewing your vocabulary words to prepare for the final vocabulary exam. Take the practice vocabulary final exam over and over until you know these words.

**Week   14 Chapter 12: Evaluating the Evidence and Appendices**

1. Reading Quizzes:

"Dreaming of Disconnecting a Respirator" by Ely

"The Good Death: Embracing a Right to Die Well" by Stolberg

"Whose Grave is this anyway?" by Getlein

2. **Reading Test 4**

3. Practice Quizzes: ( these are graded)

Bar Graphs (pp A2-A3)

Tables

Flowcharts

Maps

Line Graphs

Visual Aids

Week 15   Final Course Exit Exams: comprehension and vocabulary

                 Reading Test 5