

**READING 095 SYLLABUS**  
**ADVANCING COLLEGE READING SKILLS**

REA 095 Catalog Description: This course is intended for students whose assessment scores indicate a need for the development of college level reading skills. Emphasis is placed on vocabulary and the advanced skills necessary to master reading in the content areas.

**Institutional Mission Reference:**

Burlington County College, a comprehensive community college, provides all individuals access to affordable and quality education.

**College/University Goal(s) Supported:**

To provide an educational experience that encourages the individual to think critically and to examine and clarify ethical, personal and political views.

**Intended Educational (Student) Outcomes:**

1. Students will develop basic reading comprehension skills necessary for entry level college courses.
2. After successfully completing the required Developmental Reading program, students will have a success rate in College Composition I, ENG 101, within 5% of the success rate of all students taking ENG 101, without any history of Developmental Reading.

**BCC Developmental Reading Courses address BCC General Education goal 1c:**

Students will be able to read and critically respond in writing to selected nonfiction essays, which demonstrate a particular rhetorical mode.

**NOTIFICATION FOR STUDENTS WITH DISABILITIES:**

Burlington County College offers reasonable accommodations and/or services to persons with disabilities. The Office of Special Populations offers comprehensive services to all students with any form of disability (with appropriate official documentation) which hinders their academic success. Students must request the accommodation(s) from the Office of Special Populations. Please contact the Special Populations Coordinator at (609) 894-9311 or (856) 222-9311 Ext. 1803 or visit the website at: <http://www.bcc.edu/pages/182.asp>.

**COLLEGE POLICIES:**

The current college catalog and student handbook are important documents for understanding rights and responsibilities as a student in the BCC classroom. Please read the catalog and handbook, as they supplement this syllabus, particularly for information regarding:

- Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process
- Student Attendance Policy

**COURSE OBJECTIVES (LEARNING OUTCOMES):**

- Chapter 1 - Main Ideas
  - Learning outcome: Having completed this learning objective, a student should be able to:
    - a) identify the paragraph's topic.
    - b) locate the paragraph's main idea sentence.
    - c) identify restated main ideas.
  
- Chapter 2 - Supporting Details
  - Learning outcome: Having completed this learning objective, a student should be able to:
    - a) identify major and minor supporting details in a paragraph.
    - b) complete outlines and graphic organizers that organize support for a point.
    - c) identify transition words that signal supporting details.
    - d) Summarize short passages and identify support for the point.
  
- Chapter 3 - Implied Main Ideas
  - Learning outcome: Having completed this learning objective, a student should be able to:
    - a) use supporting details to select the implied main idea of a paragraph from a list of choices.
    - b) use supporting details to write the implied main idea of a paragraph.
    - c) use supporting details to locate the central point (thesis statement) of longer passages.
  
- Chapter 4 - Relationships I
  - Learning outcome: Having completed this learning objective, a student should be able to:
    - a) identify list and time transitions in a paragraph.
    - b) recognize list of items and time order patterns of organization in a paragraph.
    - c) use the pattern of organization of a paragraph to organize it in outline and mapping forms.
  
- Chapter 5 - Relationships II
  - Learning outcome: Having completed this learning objective, a student should be able to:
    - a) identify example, comparison, contrast, and cause and effect transitions in a paragraph.
    - b) recognize definition and example, comparison and/or contrast, and cause and effect patterns of organization in a paragraph.
    - c) use the pattern of organization of a paragraph to organize it in outline and mapping forms.
  
- Chapter 6 - Inferences
  - Learning outcome: Having completed this learning objective, a student should be able to:
    - a) identify inferences that are logically supported by information given.
    - b) draw conclusions that are most firmly based on information given.

- Chapter 7 - Purpose and Tone
  - Learning outcome: Having completed this learning objective, a student should be able to:
    - a) identify the author's primary purpose for writing.
    - b) identify the author's tone in a piece of writing.
  
- Chapter 8 - Argument
  - Learning outcome: Having completed this learning objective, a student should be able to:
    - a) identify the point of the author's argument.
    - b) identify logical and relevant support of an argument.
    - c) identify adequate support of an argument.
  
- Chapter 9 – Critical Reading
  - Learning outcome: Having completed this learning objective, a student should be able to:
    - a) separate fact from fiction.
    - b) detect propaganda techniques.
    - c) recognize errors in reasoning.
  
- Chapter 10 – Active Reading and Study
  - Learning outcome: Having completed this learning objective, a student should be able to:
    - a) identify the author's point and support.
    - b) take organized study notes from reading selections.

### **COURSE CONTENT:**

- Vocabulary Development and Expansion
  - Context Clues
  - Structural Analysis
- Comprehension
  - Main Ideas and Implied Main Ideas
  - Supporting Details and Transitional Words
  - Patterns of Organization in Sentences and Paragraphs
  - Inferences and Purpose & Tone
  - Argument and Critical Reading
  - Active Reading and Note taking
  - Combined Skills

**TEXTBOOKS:**

- *Ten Steps to Advanced Reading* by John Langan (must be new)
- *Advancing Vocabulary Skills*- 4<sup>th</sup> edition by S. Nist (must be new)

Student textbooks are sold at the Pemberton and Mount Laurel bookstores, or they may be purchased directly from the [www.townsendpress.com](http://www.townsendpress.com) website. Students need to purchase new textbooks, since their books are technically workbooks. Each of the two BCC libraries has two sets of all REA student books that remain in the reference sections.

Students may order both required books online at [www.townsendpress.com](http://www.townsendpress.com) and save about \$8.00, but most students need to have their books by the second class. Townsend Press is local so students will get their order mailed to their home in about 2 days.

**BCC Bookstore Prices**

**TP Reading Series** *Ten Steps to Advanced Reading* (1-59194-079-6) \$36.50

**TP Vocabulary Series-Long Versions** *Advancing Vocabulary Skills, 4/e* (0-944210-14-7) \$14.50

A BCC bookstore purchase of both books is \$51.00.

**GENERAL INFORMATION:**

- Students are expected to treat both the instructor and each other with respect.
- Breaks, if given, will be determined by the instructor. Leaving the room at any other point of the class is strongly discouraged.
- Students should correct their own practice exercises. Answers to the practice exercises are in the *Ten Steps* book beginning on page 553. Any questions concerning answers will be addressed during the next class meeting.
- **Upon entering the room, students will shut off phones and beepers. Cell phones, I-pods, MP3 players, and other similar electronic items are not allowed to be used during class time.** Students will schedule phone calls and appointments before and/or after class. No text-messaging is allowed during class time. Any use of non-educational sites or the personal use of computers during computer lab time will negatively affect the computer portion of the final class grade.
- If students are absent, they should not call the instructor concerning missed work. Instead, a classmate should be called and/ or assigned pages in the course outline should be completed.
- Attendance to all classes is mandatory. Please see the college catalog regarding excused absences. Students will be penalized for unexcused absences at the discretion of the instructor. Excessive lateness will contribute to an absent mark. (Sleeping, putting one's head down on the desk, or electing to not follow general class instructions constitutes not attending class.)
- All required BCC Developmental Reading courses must be completed before students take ENG 102. Students must complete all required Developmental Reading courses before taking ENG 101, but a student is allowed to be enrolled in REA 095 and ENG 101 simultaneously.
- Each student is expected to complete all assigned computer lab work and all homework.

**GRADING CRITERIA for all sections of REA 095:**

- 10 Steps Chapter Tests .....20%
  - Vocabulary Quizzes ..... 15%
  - Homework 7%/Class work(Attendance) 3% ..... 10%
  - Writing (minimum of 3 assignments) ..... 5%
  - Computer Lab assignments\* .....5%
  - Departmental Midterm Assessment ..... 20%
    - (*Ten Steps* chapters 1-5)
  - Departmental Combined Skills Final Assessment ..... 25%
    - (*Ten Steps* chapters 1-10) and Accuplacer Posttest
- 100%

\*A student's overall grade for Townsend Press online computer assignments is calculated in the following way:

40 % activated skill work complete

20% Vocabulary work complete

20 % recorded scores reflect the assignments were not rushed when completed

20% work was done in assigned timeframe

NOTE: All BCC Developmental Reading students are required to attend an Individual Instructional Session with their respective instructors. These scheduled appointments are mandatory and are scheduled during the Final Exam Week. Students who do not show up for their required final conferences will have 10 points deducted from their class average. (Further details appear on the student contract.)

**DEPARTMENTAL MIDTERM AND FINAL EXAMS**

REA 095 students must hand their instructor a computer score print-out with their registered name proving that all activated and required computer work from www.townsendpress.com was completed on their respective accounts. (Contact Townsend Press at 888-752-6410 for online support issues.)

In order to take the Departmental **Midterm Exam**, REA 095 students must hand in proof of the following scores of ALL activated and required computer skill work from www.townsendpress.com.

Chapter 1 Main Ideas

Chapter 2 Supporting Details

Chapter 3 Implied Main Ideas

Chapter 4 Relationships I

Chapter 5 Relationships II

If a student does not have the completed required computer work done on the scheduled date of the Midterm Exam, it is recommended that the student spend the class session in a BCC mega-lab (or library) completing all due work. An alternate test date will most likely be arranged at the instructor's discretion. The exam date will count as a student class absence.

In order to take the Departmental **Final Exam**, REA 095 students must hand in proof of the following scores of ALL activated and required computer skill work from [www.townsendpress.com](http://www.townsendpress.com).

ALL previously required Computer Work and...

Relationships I & II

Chapter 6 Inferences

Chapter 7 Purpose & Tone

Chapter 8 Argument

Chapter 9 Critical Reading

Chapter 10 Active Reading and Study

Combined Skills

If a student does not have the completed required computer work done on the scheduled date of the Final Exam, it is recommended that the student spend the class session in a BCC mega-lab (or library) completing all due work. An alternate test date may possibly be arranged at the instructor's discretion. The exam date will count as a student class absence.

### GRADING CRITERIA FOR DEVELOPMENTAL READING PROGRAM:

To pass REA 095, students must obtain a minimum Combined Skills Final Assessment grade of "70" and have at least a "75" average for the course. Attendance is important. Absences, lateness and/or leaving early will negatively affect a student's class average. *Note: A student's overall average grade includes the Combined Skills Final Assessment.*

To meet the course learning objectives and outcomes, students will be assessed in the following ways:

- Final Course Grade (90-100), **O = Outstanding**, with the following:
  - CRITERIA-
    - An average grade of at least 90 for the course
    - Minimum Combined Skills Final Assessment grade of 70
    - Both criteria must be met
  - [Receive effective credit for REA 095]
- Final Course Grade (75-89), **P = Passing**, with the following:
  - CRITERIA-
    - An average grade within the range 75-89 for the course
    - Minimum Combined Skills Final Assessment grade of 70
    - Both criteria must be met
  - [Receive effective credit for REA 095]
- Final Course Grade (0-74), **U = Unsatisfactory**, with the following:
  - CRITERIA-
    - An average grade of less than 75 for the course
    - A Combined Skills Final Assessment grade less than 70
    - Either one of these criteria results in an unsatisfactory final grade
  - Must take REA 095 again [No effective credit earned]
  - **SR-last date of attendance** given when a student stops returning to class= a failing grade
- I (incomplete) grades are not given in Developmental Reading courses. X grades are given only in the rare occasions when a student, *who had been performing well academically*, experiences an emergency situation which makes it impossible to finish the course. (Possible examples: military deployment, childbirth, extended hospitalization, death in the immediate family)

**BCC Developmental Reading Syllabus Contract**  
**(Student Copy- to be kept for reference)**

I, a student, in this BCC Developmental Reading course, have read the class syllabus. I have reviewed the policies, requirements, and grading criteria information. I understand what is expected of me in order to receive an "O" Outstanding or "P" Passing grade.

I have also reviewed the college Academic Integrity Code, Student Conduct Code, the Student Grade Appeal Process, and the Student Attendance Policy on the BCC website, BCC Catalog, or in the Student Handbook.

I understand that upon entering the classroom, I will shut off my phone. I understand that cell phones, smartphones, beepers, laptops, I-pods, MP3 players, and other similar electronic items are not allowed to be used during class time. I understand that if I violate this rule my attendance/ class work portion of the grade will be severely impacted.

I also realize that I need to submit up-to-date required Computer Lab scores in order to be allowed to take the Midterm and Final exams with the rest of the class.

I understand that the BCC Developmental Reading Program will hold scheduled instructor/student Individual Instructional Sessions during BCC Exam Week. I understand that the conference during Final Exam week is mandatory. I understand that the sessions will be held during the timeslot for what would normally be the scheduled exam class.

I realize that any student who does not show up for the assigned 5- 10 minute timeslot will have 10 points deducted from his/ her final average. I also understand that final averages, final exam grades, and final assessment results will be available *only* during the scheduled instructional session.

I realize that if I miss this mandatory conference, I will only be able to get my final course grade online through Web Advisor. In the event that a personal emergency prevents me from fulfilling this obligation, it is up to me to immediately contact my instructor to see whether or not there is a possibility to reschedule.

I understand and accept the terms of this contract.

_____	Print your full name.
_____	Sign your full name.
_____	Print the name of your Instructor.
_____	Print today's date.
_____ REA 095-_____	Write your course and section number.



**BCC Developmental Reading Syllabus Contract**  
**(Instructor Copy- to be given to instructor after completion)**

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I understand and accept the terms of this contract. Please complete the following information in ink.

_____	Print your full name.
_____	Sign your full name.
_____	Print the name of your Instructor.
_____	Print today's date.
_____ REA 095-_____	Write your course and section number.