

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	REA 0006
COURSE TITLE:	Basic Reading Skills
PREREQUISITE(S):	Satisfactory score on CPT test
COREQUISITE(S):	None
CREDIT HOURS:	4
CONTACT HOURS/WEEK:	4
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion/ <u>Activities</u> :	4
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	4
STANDARDIZED CLASS SIZE ALLOCATION:	12

CATALOG COURSE DESCRIPTION:

(This course does not apply toward the associate's degree)

This basic reading course develops phonics, vocabulary, comprehension, learning strategies and study skills presented through a wide range of interdisciplinary readings. This course is designed for review prior to reading skills. In order to complete this course successfully, students must satisfy the course requirements and achieve a passing score on the exit level test.

NUMBER OF COURSE ATTEMPTS:

State statute limits a student's enrollment in this course to three attempts. Unless a student officially withdraws before the drop deadline, each registration in this course will count as a semester of enrollment regardless of the grade received. Students may have only two attempts at a college preparatory studies course and pay the in-state tuition rate. After two attempts, students must pay the out-of-state tuition rate or may enroll in adult education courses that provide an alternative to traditional college preparatory instruction.

COLLEGE PREPARATORY ATTENDANCE POLICY:

College Preparatory Studies faculty are required to institute an attendance policy for all college preparatory courses. Faculty has two options:

One: As the minimum, faculty should use the following policy:
"College Preparatory Studies (CPS) students are required to attend classes on a regular basis. Students who miss 9 contact hours or the equivalent of 15% of the CPS will receive an FN or F (at the discretion of the instructor)."

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OR

Two: Faculty who prefer a stricter attendance policy may institute their own.

The following guidelines will be used for the implementation of the policy. They are for your information and are not to be listed on your course syllabus:

1. Faculty will include CPS Attendance Policy on all college preparatory syllabi.
2. Faculty will keep an attendance record of all students enrolled in college preparatory courses.
3. Faculty should inform students when they are close to violating the attendance policy.
4. For purposes of the minimum policy, faculty may excuse (or not count) student absences for personal illness requiring hospitalization, death in the family (parent, spouse, children, brothers, or sisters), jury duty, or military duty. Exceptions to this rule should be handled by the faculty on a case-by-case basis with the appropriate dean of liberal arts.

Deleted: Faculty will record absences for students who level change based on the students' first day of enrollment in the new class.

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SUGGESTED TEXT(S):

Ten Steps To Building College Reading Skills, Langan
Building Vocabulary Skills, Nist and Mohr
Reading and All That Jazz, Mather and McCarthy
Vocabulary Connections, Book III, Reynolds
Academic Vocabulary, Olsen
 Fall Term, 1998 (991)

Fall Term, 2002 (20031)
Spring Term, 2006 (20062)

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IMPLEMENTATION DATE:

REVIEW OR MODIFICATION DATE:

COURSE OBJECTIVES

The purpose of this course is to develop basic reading skills. An interdisciplinary thematic approach is utilized to achieve the following objectives:

COURSE TOPICS

CONTACT HOURS
PER TOPIC

<p>I. Orientation</p> <p>A. Course Introduction B. Learning Needs Evaluation C. Interest Inventory D. Academic Strategies for Success</p>	<p>4*</p>	<p>Deleted: 5-10 Deleted:</p>
		<p>Deleted: E. Concept Development</p>
<p>II. Reading Strategies</p> <p>A. Characteristics of a Good Reader B. Previewing <u>and Studying</u> Techniques</p>	<p>4*</p>	<p>Deleted: 5-10</p>
		<p>Deleted: C. Library Orientation</p>
<p>III. Vocabulary Development</p> <p>A. Word Attack/<u>Structural Analysis</u> B. Context Clues C. Word Parts D. Dictionary Skills</p>	<p>6*</p>	<p>Deleted: 5-10</p>
<p>IV. Comprehension Based on Paragraphs and Short Selections</p> <p>A. Identifying Stated Main Ideas B. Identifying Supporting Details C. Identifying Implied Main Ideas D. Identify Basic Paragraph Organization E. Identifying Transitions</p>	<p>25*</p>	<p>Deleted: 10-15</p>
<p>V. Using Higher Order Thinking Skills Based on Short Selections,</p> <p>A. Making <u>Inferences</u> B. Drawing Conclusions C. Distinguishing Between Fact and Opinion D. Detecting Tone, <u>Purpose and Bias</u></p>	<p>15*</p>	<p>Deleted: 10-15 Deleted: Judgments</p>

COURSE TOPICS (Continued)

CONTACT HOURS
PER TOPIC

- VI. Rate Efficiency
 - A. Purpose and Goal Setting
 - B. Basic Rate Improvement Techniques

3*

VII. Evaluation

3*

- A. Standardized Reading Post-Testing (optional)
- B. Class Tests and Assignments

*The contact hours may be adjusted accordingly to meet the students academic needs.

EVALUATION

In order to exit REA 0006 a student must attain a "C" or better and meet the course requirements.

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Students will be evaluated in several ways.¶
¶
1. Class and homework assignments.¶
2. Individualized assignments.¶
3. Class tests.¶
¶
STUDENT COMPETENCIES/COLLEGE LEVEL ACADEMIC SKILLS¶
¶
Upon completing Basic Reading Skills 0006, students should be able to:¶
¶
1. Understand and utilize several strategies for successful academic learning.¶
2. Demonstrate the characteristics of a competent reader by utilizing several reading strategies.¶
3. Utilize

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4. Read and comprehend the author's stated or implied main ideas, identify the transitions and the organization of supporting details within a sentence or reading selection¶
5. Utilize higher order thinking skills in discussion and on response questions for reading selections¶
6. Apply the skills necessary to increase reading and comprehension rate

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at 70% comprehension¶

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at least equal that of an average college student, 300 words per minute
at 70% comprehension



Course Prefix and Number: <u>REA 0006</u>	Semester Credit Hours: <u>4</u>
Course Title: <u>Basic Reading Skills</u>	

Discipline Area for the Course:

<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social & Behavioral Sciences
<input type="checkbox"/> Humanities & Visual/Performing Arts	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other-Designated Option

INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

Learning Outcomes		Method Of Assessment
1	Understanding and utilize several strategies for successful academic learning	The following assessment devices pertains to all of learning outcomes: pretests for prescriptive and diagnostic purposes, cooperative learning group presentations, class and homework assignments, individualized assignments, class tests, and standardized exit testing.
2	Demonstrate the characteristics of a competent reader by utilizing several reading strategies	
3	Utilize word attack skills during the reading process in order to gain better comprehension	
4	Read and comprehend the author's stated or implied main ideas, identify the transitions and the organization of supporting details within a sentence or reading selection	
5	Utilize higher order thinking skills in discussion and on response questions for reading selections	
6	Apply the skills necessary to increase reading and comprehension rate to at least equal that of an average college student, 300 words per minute at 70% comprehension	
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Name of Person Completing This Form: _____

Signature: _____ Date: 02/07/2003



**Florida Community College
At Jacksonville**

**General Education Review Checksheet
and Learning Outcomes**

Course Prefix and Number: REA 0006	Semester Credit Hours: 4
Course Title: Basic Reading Skills	

Discipline Area for the Course:

<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social & Behavioral Sciences
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INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

Learning Outcomes

Method Of Assessment

1	Students will understand and utilize several strategies for successful academic learning.	Weekly assignments and mastery of course criteria through a variety of options: journal writing, examinations, cooperative projects, oral presentations, electronic discussions, web-based research, etc.
2	Students will demonstrate the characteristics of a competent reader by utilizing several reading strategies.	
3	Students will utilize word attack skills during the reading process in order to gain better comprehension.	
4	Students will read and comprehend the author's stated or implied main ideas, identify the transitions and the organization of supporting details within a sentence or reading selection.	
5	Students will utilize higher order thinking skills in discussion and on response questions for reading selections.	
6	Students will apply skills necessary to increase reading and comprehension rate.	
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Name of Person Completing This Form: Nancy M. Banks

Signature: _____ Date: 1/12/06

