
COURSE SYLLABUS

HYBRID SECTION OF READING IMPROVEMENT 094 Fall Quarter 2012

Instructor:	Carol Perdue	Office:	SH 120-42
Office Hour:	1:00 to 1:50 Daily	Phone: Ext.	4211
email:	cperdue@greenriver.edu	Required Text	None

Reading Improvement Course Description

This course is designed to provide you with the opportunity to learn reading strategies and techniques which will improve your reading speed and comprehension. When you finish this course you should be able to better understand materials read for work, class, or pleasure. To improve reading ability, emphasis will be placed on how to summarize, organize, and evaluate what you read. You will learn to evaluate your understanding of what you read through self-testing and reflecting on what you have read. Vocabulary development and reading rate will also be addressed.

Hybrid Course Description: A hybrid course is a combination of traditional classroom activities as well as online instruction. Some classroom time is replaced by content and activities that take place on Angel. Because this section of Reading Improvement 094 is a hybrid class, we will meet in the classroom three days a week (MWF), and we will meet online through Angel the other two days (T-Th). You must have internet access to successfully complete this course; on-campus computer labs are available for this purpose. The amount of work required in a hybrid class is equivalent to or greater than, the amount work required in a five day a week face to face class.

During our face to face (f2f) sessions you will read assignments, learn and practice various reading comprehension strategies, complete quizzes and tests, and work in pairs and small groups. The online sessions will generally focus on practical application of the reading strategies and techniques introduced in the f2f sessions and provide an opportunity for group discussion of assigned readings. You will also be expected to answer comprehension questions on assigned readings, either individually or as a team member, participate in seminars, and other activities as assigned.

Textbook

There will be no required textbook for this section of Read 094. We will utilize various websites for some of our readings, and I will provide copies of other assigned readings.

Content Specific Learning Outcomes

This course has four primary goals:

- I. To improve your overall comprehension when reading a variety materials.
- II. To provide you with study reading strategies and techniques.
- III. To increase your reading speed and accuracy.
- IV. To increase your enjoyment of reading.

You will achieve these goals by demonstrating the following outcomes:

1. Applying active reading strategies to various texts.
2. Previewing and skimming of reading material for various purposes.
3. Setting reading goals for time and distance.
4. Incorporating self-monitoring and self-correcting comprehension strategies (metacognitive awareness).
5. Using context clues to determine word meaning.
6. Identifying topics, main ideas and supporting details.
7. Making inferences and drawing conclusions.
8. Identifying purpose and tone.
9. Analyzing the relationship among ideas between two or three different texts.
10. Recognizing patterns of organization to aid in determining meaning and purpose

You will demonstrate mastery of the outcomes listed above by:

- a) Completing two column journals and reading responses.
- b) Answering written and oral comprehension questions on assigned readings.
- c) Satisfactory completion of text annotating and note taking assignments.
- d) Practicing "Think-Alouds."
- e) Utilizing graphic organizers to help determine meaning and purpose of text.
- f) Creating a Reading Strategies List.
- g) Cooperating in small and large group activities in an active and collaborative manner.
- h) Scoring 75% or higher on quizzes and tests.
- i) Improving your post-test reading comprehension score on either the Nelson-Denny Reading Test or the COMPASS reading test.
- j) Increasing your speed while maintaining 80% accuracy when working in the *Timed Reading* textbooks.
- k) Completing a written self-evaluation.

Campus-wide Learning Outcomes

You will also demonstrate the following campus-wide abilities:

Written Communications

This outcome includes abilities designed to help students:

1. use appropriate mechanics, grammar, and word usage based on American Standard Written English

This outcome is demonstrated by satisfactorily completing short writing assignments.

Responsibility

This outcome includes abilities designed to help students:

1. identify and comply with clearly stated expectations, policies, procedures.
2. recognize and accept consequences resulting from a failure to comply with stated expectations, policies, and procedures.
3. meet obligations necessary to complete individual and group tasks.
4. demonstrate common courtesies and show respect for the needs, difficulties, and right of others.
5. complete work independently and appropriately acknowledge the source of ideas and contributions of others.

This outcome is demonstrated by: 1) regular attendance, 2) active and meaningful participation in class discussions and lecture, 3) completing and handing in assignments in a timely fashion, 4) attitudes and behaviors in the class which will be reflected in the overall class grade.

Grading

You will be evaluated on your daily and weekly assignments. The weight of assignments will be as follows:

Category	Percent of Grade
Reading assignments	70%
Quizzes and Tests	10%
Small group work & Timed Readings	20%
	100%

Your percentage grade will be converted to a decimal grade according to the table below. **An Incomplete is not an option.**

Grading System:

Table for converting a percentage grade to a decimal grade:

99 - 100 = 4.0	89 = 3.4	83 = 2.8	77 = 2.2	71 = 1.6	65 = 1.0
97 - 98 = 3.9	88 = 3.3	82 = 2.7	76 = 2.1	70 = 1.5	
95 - 96 = 3.8	87 = 3.2	81 = 2.6	75 = 2.0	69 = 1.4	
93 - 94 = 3.7	86 = 3.1	80 = 2.5	74 = 1.9	68 = 1.3	
91 - 92 = 3.6	85 = 3.0	79 = 2.4	73 = 1.8	67 = 1.2	
90 = 3.5	84 = 2.9	78 = 2.3	72 = 1.7	66 = 1.1	

**A grade of 2.0 (75%) is required to register for Reading Mastery 104.
A grade of 64% and below--no credit**

You **cannot** use the Pass/No Credit option to take this class and then proceed to Reading Mastery 104. Reading 104 has a prerequisite of a grade of 2.0 or higher in Reading Improvement 094, or an appropriate placement test score. A grade of Pass will not meet the prerequisite.

You will be graded on your written responses to assigned readings, quizzes, tests, small group assignments, and short essays. You will be given a nationally standardized reading test when you start the class, and you will take it again at the end of the quarter. This test will be used as an advising tool to help determine your qualification to move on to the next level and as a partial determinant of the extent of reading improvement this quarter.

Classroom Policies

Assignments: are **due at the beginning of the class** on the due date. Late assignments will automatically receive a grade of 75% or lower. Your lowest "Reading Assignment" grade will automatically be dropped from Angel grade book.

Attendance: Poor attendance will affect your grade, and your ability to earn credit for this course. Unless you make arrangements with me, you will not earn credit for this course if you miss three consecutive class sessions. You will not be able to make up any group activities that occurred on the day of your absence. You may be able to make up some tests or quizzes that occurred on day of your absence if you make arrangements with me immediately upon your return to class. It is your responsibility to find out what assignments or quizzes you may have missed, so that upon your return to class, you will be prepared to hand in your assignments and take any tests you have missed.

Note: Don't ever just stop attending class without dropping it officially. If you do not officially drop a class, you will receive 0.0 as your final grade. A "W" (withdraw) will not impact your GPA (grade point average) but a 0.0 will lower your GPA substantially. You drop a class by contacting Registration and following their instructions.

Cheating/Plagiarism: Consequences for cheating range from failing an assignment to failing the course and being reported to the Dean for further consequences. Plagiarism is presenting someone else's work as your own. Don't do it. Anytime you use someone else's work or ideas, you must credit that source. Even if it is just a phrase, it must have quotation marks around it and must be acknowledged. Plagiarism is a serious offense. For GRCC policy, see the student handbook.

Conduct: On a college campus, everyone deserves the opportunity to study and learn in a safe environment and to be treated with courtesy and respect. Therefore, any conduct that prevents the instructor from teaching, and/or prevents students from learning is prohibited. If you do not behave in a way that is appropriate for maintaining a learning environment, I will ask you to leave the class. At Green River Community College we do not discriminate against anyone based on race, ethnicity, creed, color, national origin, sex, marital status, sexual orientation, age, religion, or the presence of any sensory, mental, or physical disability. This is in accordance with the values and laws of the United States of America.

Cell Phone, Text Message Policy:

Using a cell phone during class for either voice or text communication is not acceptable classroom behavior. As a result, if your cell phone goes off or if you are text messaging during class, you will be asked to leave class. If you have circumstances that require you to be contacted during class, put your cell on vibrate or silent. If you receive a call or message that you must respond to, quietly leave the classroom and take care of your business. When you are finished, quietly return to class.

Methods of Instruction

Lecture, discussion, writing assignments, videos, drill, and small group work will be the dominant methods of instruction. Student presentations and guest lecturers may also be utilized.

Disabilities Statement

If you believe you qualify for course adaptations or special accommodations under the Americans with Disabilities Act, it is your responsibility to contact the Disabled Students Services Coordinator in the LSC and provide the appropriate documentation. If you have already documented a disability or other condition that would qualify you for special accommodations, or if you have emergency medical information or special needs I should know about, please notify me during the first week of class. You can reach me by phone at 253-833-9111, ext. 4211. Or you can schedule an office appointment with me in RLC 165 during my office hour or another mutually determined time. If this location is not convenient for you, we will schedule an alternative place for the meeting. If you use an alternative medium for communicating let me know well in advance of the meeting (at least one week) so that appropriate accommodations can be arranged.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. Any changes will be clearly noted in course announcement or through GRCC email.