PIMA COMMUNITY COLLEGE

SYLLABUS: Reading Improvement 91 Hybrid CRN 22805
ROOM Building 2 – Room 208A

INSTRUCTOR: Peter Palazzo
TELEPHONE Adjunct Faculty Office 206-7645

EMAIL: All students need to use the email available on the Blackboard Webpage for Reading 91 class. An alternative to the Blackboard webpage is ppalazzo@pima.edu

CLASS SCHEDULE Tuesday and Thursday 10:10 – 12:00 PM

TEXTBOOK: PLEASE WAIT UNTIL STARTING CLASS BEFORE PURCHASING BOOKS.
The second week the book will be recommended after placement information is gathered and reviewed by instructor.

Effective Reader Second Edition (Including the myreadinglab access card)

Be sure to get a Pima Computer Account ASAP!

REA 091

Reading Improvement II 4 cr. hrs./4 periods (4 lec.) Prerequisite(s): Successful completion of REA 081 with grade of C or better, satisfactory score on reading assessment test, or instructor recommendation.

Performance Objectives:
Upon completion of the course, the student will be able to do the following:

1. Apply a strategic approach to the development of academic and personal vocabulary.
2. Demonstrate analytical and evaluative comprehension through text analysis.
3. Develop a variety of study strategies and apply them to content area texts.
4. Develop, analyze, and apply metacognitive (reading/thinking) process and attitudes toward reading.
5. Locate, access and use needed information.
6. Participate in a community of readers.

Course Outline:

I. Vocabulary
   A. Strategies for unfamiliar words
   B. Strategies for learning new words, new definitions, and new concepts
   C. Strategies for developing a working vocabulary

II. Comprehension
   A. Comprehension of text at a literal level
   B. Comprehension of text at an interpretive level
      1. Noting similarities and differences among ideas
      2. Making inferences and drawing conclusions
3. Explaining figurative language
   C. Comprehension of text at a critical level
      1. Analyzing author's argument
      2. Evaluating credibility, accuracy, and reliability of sources of information
      3. Making personal connections and expressing personal opinions in relation to the text

III. Study Strategies
   A. College support services to enhance academic performance
   B. Reading/studying strategies
      1. Utilizing strategies before reading/studying
      2. Utilizing strategies during reading/studying
      3. Utilizing strategies after reading/studying
      4. Narrative, informational, and college textbooks

IV. Metacognition
   A. Knowledge of self as learner
   B. Knowledge of tasks for college level narrative textbooks, informational textbooks, and college textbooks
   C. Knowledge of strategies for college level narrative textbooks, informational textbooks, and college textbooks

V. Information Literacy
   A. Library research procedures
   B. Data base usage
   C. Evaluative criteria

VI. Community of Readers
   A. Reading as a catalyst for exchange of ideas
   B. Acknowledge diverse points of view

COURSE DESCRIPTION
The Reading Improvement Series is taught on East Campus in which individual students work on personalized programs in a classroom setting. The course is designed to meet, as far as possible, the needs of each student. Coursework will include instruction and practice in reading comprehension, rate improvement and flexibility, vocabulary enrichment and skills, critical reading, and study strategies. The course will include a variety of instructional deliveries including individualized, small and large group instruction – some required, some optional – and personal conferences, which are used for individual assessment and evaluation and personal program assignments.

LEARNING ACTIVITIES/MATERIALS
Students work in various materials including:
- Readings from fiction, non-fiction and textbook selections to broaden range of reading abilities
- Diagnostic comprehension readings to determine areas of student strengths and weaknesses
- Practice readings in various comprehension skill areas in order to provide the opportunity for students to develop strategies to better understand what they read
- Inferential and critical reasoning practice readings to help students learn to read for connotation, signals, and author’s intent
- Vocabulary practice for improvement and strategies for development
- Computer lessons for rate improvement, comprehension. Inferential reading, critical reasoning, and analogies
STUDENT RESPONSIBILITES and CLASSROOM EXPECTATIONS

1. Attend class regularly
2. Be on time and prepared for class
3. Be respectful of classroom and class materials
4. All students need to complete assignments and do their own work, late work must be received no later than the following class session.
5. PLAGIARISM - Refer to Student Code of Conduct
   http://www.pima.edu/studentserv/studentrights/student-conduct
6. Keep beepers and phones off
7. Listen and take notes when instructor is lecturing
8. Complete all minimum requirements and attend final conference

ADA policy statement: “If you have a disability that requires special accommodations, you are strongly urged to notify the Disabled Student Resource office, 206-7699, at the beginning of the term so that reasonable accommodations can be made in timely manner.”

ATTENDANCE
Regular attendance is important for student progress. Research show that spaced practice is much more effective than massed practice. This means that students need to work at their reading routinely, by attending class every session. In order to become a better reader, you must practice, practice, and practice. Since the materials are located in the class, you must be there to use them. At the beginning of each class, record of attendance, if you arrive late, please see me after class. Your final grade will include your attendance average. If you have more than 6 absences you will have to withdraw from the class or receive an F.

“I” The “I” grade is rarely given and only at the discretion of the faculty in extreme circumstances if students have completed 80% of the coursework.

“W” Official Withdrawal: “Students may request withdrawals by April 9, 2010. Grade may be given by the instructor at her/his discretion at the end of the term when students make a written request and circumstances dictate that none of the other grades are appropriate.

MINIMUM REQUIREMENTS FOR THE COURSE
All students must complete the minimum requirements in the following

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Required Textbook</td>
<td>200</td>
</tr>
<tr>
<td>Required Textbook Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Coursework Time Management</td>
<td>100</td>
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<tr>
<td>Coursework Assignments</td>
<td>200</td>
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<tr>
<td>Coursework Novel</td>
<td>100</td>
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<tr>
<td>Coursework Comprehension Power</td>
<td>100</td>
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<td>Coursework Jamestown</td>
<td>100</td>
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<tr>
<td>Required Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Coursework MyReadingLab</td>
<td>100</td>
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<tr>
<td>Total ReadingLab</td>
<td>1100</td>
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### DECODING ON A CAREER
You should have a career that you plan to pursue identified by the end of your second semester. Your career will determine your major or program of study, and what courses you need to take while at Pima. If you are undecided or having trouble figuring out a career that is a good match for you, get some help. Stop by the Career Center or Information Desk in Building L. Ask for written material, or to see an advisor or counselor. Try going to [www.pima.edu](http://www.pima.edu). Click “Student Resources.” Click “Career Services.” Click “Career Resources.” This will get you to a number of helpful websites. Call 206-7662 to talk to an advisor or counselor with any questions.

### Grading, based on cumulative points
( Final Points )
- A = 1000
- B = 800
- C = 700 (PASS all Textbook Quizzes)
- D = 500
- F = Below 500
- I = Incomplete, only in extreme circumstances

### IMPORTANT DATES

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<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>First Day of Class</td>
<td>January 20, 2010</td>
</tr>
<tr>
<td>Drop / Refund</td>
<td>February 2, 2010 Official</td>
</tr>
<tr>
<td>Withdraw</td>
<td>April 9, 2010</td>
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<tr>
<td>Last Day of Class</td>
<td>May 19, 2010</td>
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