

Reading 007 Welcome Packet



**Valencia College
East campus**

Professor Richard A. Gair

Welcome to Professor Gair's Class,

Educated or Schooled...

What is your goal for being in college?

Many college students are uncertain as to why they are in college. They have come because someone told them they should, as if their lives were an either/or choice—either they come to college, or they won't find a good job. The students who make the decision to come because they want to be here fair better than those who are here because they have been told they should be. This is the difference between being schooled versus being educated, and if the students chose the latter, they may change their classroom behavior and have better relationships with their professors and classmates.

Several students register for college courses and believe that the amount of effort they put forth in high school is the same amount that will get them through college. These students are the ones who choose spending time with their friends instead of studying, showing up to class late rather than being timely, sleeping in instead coming to class, and procrastinating on assignments rather than accomplishing them early. Besides ignoring professors' e-mails, they are the students who sit in the hallways just before class and scribble their homework assignments on spiral-bound notebook paper; they do not care that the product they will submit to their instructor looks as though a three year-old finished it. They frequently are vocal about the parties they attended the night before, the alcohol they drank, the television programs they watched, the iPod song they downloaded, etc., all distractions that will be forgotten when it is time to come up with an excuse for why homework is incomplete, sloppy, or late. In class, they wait for answers from the professor rather than try activities themselves and/or do homework for other courses, and they have to be told to take notes but often don't or won't.

Although the professor may have offered multiple tools (textbook chapters, notes, study guides, etc.) to assist with lesson material, they arrogantly admit in classes that they do not study, or they "leave it all up to the professor." They are the type who find a tutor seventy-two hours prior to exams rather than find one at the beginning of the semester. They are also the type to blame others for their failure: "My roommate made so much noise that I couldn't study"; "Facebook caused me to fail"; or "The professor doesn't like me." This sort of behavior, which got them through high school, is destroying their student credibility, not only with the professor but fellow classmates. These students want to be "schooled," told what to do, when to do it, and how to do it, and they expect special favors, such as extensions or exemptions on assignments, when they don't do it because this is the pattern that got them through high school. They have learned to rely on others to make important decisions. Even in deciding whether or not to attend college, these students wait for someone to tell them what to do. However, this behavior usually results not only in earning poor grades but also in dropping out.

Some students don't come to college to be schooled—they come to be educated.

These students realize they are paying tuition for the knowledge of their professors; for many of them, this translates to paying for specific services from experts not generally available at such a great price. Rarely procrastinators, these students want the professor to make multiple comments on papers, they utilize the professor's office hours plus some, they e-mail and call

the professor, and they stop the professor in the hallway and ask more questions. They are never late to and rarely miss class; if they do miss class, they contact the professor, and their reasons for the absence are often credible due to the behavior they have already exhibited in the classroom. Taking notes, these students use the tools offered them in class, but they also find their own tools, and they go to the library, research books and magazines, visit websites, and ask the professor for more readings. If something interests these students in a lecture, they are apt to expand their minds on their own and may take courses not pertaining to their degree just because the material seems interesting. They will complete required assignments well ahead of time, but they will test their limits and creativity on those assignments and their boundaries. They will try new approaches and ask the professor whether their angle is acceptable or not; the professor, pleased with the individual and independent scholarship, will often approve of the students' choices. These students are self-reliant, and through this self-reliance, they will educate themselves far beyond a professor's expectations and, more importantly, their own. These students are not here to be told what to do but to find on their own what it is they want to do.

The first type of student lives in a bubble. They do not believe their actions say anything important about their lives, and they do not take responsibility for their actions. If these students ask for letters of recommendation from their professor, they will often find themselves turned down. All of the behaviors that they considered trite, such as procrastinating on assignments, avoiding studying, skipping class, or blaming others for their failures, have equated, in the professor's point of view, to major delinquencies, which are probably evident to other professors with the same students. Furthermore, not only have these actions been noticed by the classmates who are there to be educated, they have also distracted those classmates, which the professor may have noted. The students there to be educated are more likely to receive the letters of recommendation they request. Their behavior in one class predicts their behaviors in other classes, and the professor can trust his or her opinion to be accurate. In addition, certain things, maybe considered "little things" by students, have also influenced the professor's opinions; because these students show up on time, turn in high quality work, and seek the professor's guidance, they have a better chance of receiving a letter because they have proven diligence, reliability, and initiative, all important traits of those who are educated and not schooled.

Students who come to college to be schooled should reconsider whether they are ready, but even if someone has told them to go to college, they could also recognize their own potential, change their ways, and learn to think independently. They can be educated, just as their counterparts can be schooled, but the decision to be educated must be their own. Good college students need to be told infrequently what to do and are there to be educated, and due to this, they are more apt to show good classroom behaviors, the kinds to which a professor pays attention.

**PRINT, READ AND BRING THIS DOCUMENT TO THE
FIRST CLASS MEETING Monday MAY 6**

WELCOME TO PREP READING

Dear Student of Reading,

My name is Professor. Richard A. Gair, and I'll be teaching your PREP READING course for this term. I have put a lot of thought into choosing the best materials to help you succeed, and I want to tell you about them so you can be prepared when class starts.

YOU ARE EXPECTED IN CLASS AT THE SCHEDULED START TIME. ATTENDANCE IS TAKEN AT THE START AND IF YOU WALK IN LATE BY EVEN 5 MINUTES YOU WILL BE MARKED TARDY. 10 minutes late will be considered an ABSENCE. 3 TARDIES BECOMES A FULL ABSENCE.
DO NOT TAKE THIS POLICY LIGHTLY AS IT WILL BE ENFORCED WITHOUT EXCEPTION. Save your absences for REAL LIFE EMERGENCIES and schedule your regular doctor visits for a time when class does NOT MEET.

The majority of students who fail this course do so because of one or two reasons...either poor attendance, OR...not completing homework on time. It is a matter of time management, personal commitment and desire to succeed that counts more than just reading ability! It's a matter of pride that you can look in the mirror and tell yourself that every day you are putting forth your very best effort. It means going the extra mile when needed. It means changing your social calendar so that school is a priority over partying, or whatever else you may do instead of your schoolwork. The students who successfully pass this course are the ones who know these are important ideas and follow through with their actions. Dreams never become reality through talk but through action, commitment, desire to be successful, and a true realization that life is most often a result of our very own actions and that we control a good part of how our life turns out by the choices we make, especially when it comes to school.

Oh yes...one other thing..that is in the syllabus ...CELL PHONES OFF IN MY CLASS AND GENTLEMEN...IF THAT IS A TERM YOU WANT APPLIED TO YOU THEN PANTS UP IN MY CLASSROOM...BEFORE ENTERING. It's a simple matter of respect, dignity and plain old decency!

FOR STUDENTS ENROLLED IN REA 007

The required textbook for this course is *Reading for Life (with MyReadingLab with Pearson eText Student Access Code Card)*, 1/E, by Fennessy.

While there are a number of places you can buy your materials for this class, I recommend you get them at Valencia East Campus. Here are a few reasons to Buy Local:

- **The book in the bookstore has been customized to Valencia in particular and if you purchase it somewhere else you will be unable to use it as pages, etc. will not match.**
- Your local campus bookstore is convenient: no shipping, no waiting, easy returns.
- Your local campus bookstore has the correct materials at competitive prices.
- Your local campus bookstore employs and trains student workers.
- Your local campus bookstore contributes financially to your school.

It's important you buy this book because:

- There will be required reading from the book.
- Homework assignments will come from the book.
- I will test on material from the book.
- It will help you get a better grade in my course.

I've ordered this text in a package containing other valuable study materials that will help you succeed in this course. The package contains: **My Reading Lab-Blackboard** which will be the online part of the course. Please check with the bookstore to make sure you get all the correct course materials.

Access to a computer and the Internet is essential for completion of assignments. We have many computers on campus if you do not have a personal one. Always make sure your printer has a dark cartridge since excuses such as "the printer ran out of ink" or "the computer crashed" are not acceptable if an assignment is not ready to hand in on the due date. Anyway, experience has shown that in most cases those are made up excuses for students who do not plan ahead and budget their time. **I DO NOT ACCEPT ANY LATE ASSIGNMENTS**, so you see how important this is.

You also need the following for the **first** class: USE THIS AS A CHECKLIST AS YOU PREPARE FOR THE FIRST CLASS..CHECK EACH ITEM OFF AS YOU GET THEM.

- 1- _____ ALSO A PACKET LABELED "READING HANDOUTS"...it has a cover and is only available as a download from my Google Drive.. The author is Professor Gair.
- 2- _____ A large 3 ring binder with a package of Avery tab dividers and a pack of lined paper in the 3 ring binder. The tab dividers should have 12 dividers in the package
- 3- _____ 1 pack of 4 by 6 lined index cards
- 4- _____ 2 different color highlighters
- 5- _____ A mini stapler and hole puncher (the hole puncher can be the kind that hangs in the 3 rings)
- 6- _____ Number 2 pencils for exams
- 7- _____ A daily assignment planner
- 8- _____ PRINTED Syllabus
- 9- _____ Signed contract page from the end of the syllabus.

HOW TO GET A GRADE OF 100 OR ZERO THE FIRST DAY OF CLASS!

First of all, bring the printed copy of this letter with the supplies. If you come to the first class meeting with all the supplies listed above, all the required books and the loose-leaf binder with the lined paper, pink handout packet, this letter, THE PRINTED SYLLABUS AND SIGNED CONTRACT PAGE AT THE END OF IT, and the set of tabbed section dividers already in the binder you will start the semester off with a first grade of 100! If you do not then when I call your name you will be given your first ZERO...and let me tell you it is very hard to offset the negative effect of a zero when it is the first grade you receive.

I am also emailing you the course syllabus. This is a contract between you and me. READ EVERY SINGLE WORD OF IT, (PRINT IT FIRST OF COURSE) AND THEN REMOVE THE LAST PAGE WHICH IS A CONTRACT STATING THAT YOU HAVE READ IT AND UNDERSTAND THE COURSE REQUIREMENTS. BRING THAT ENTIRE SYLLABUS, STAPLED TOGETHER WITH THE LAST PAGE SIGNED AND READY TO HAND TO ME WHEN I CALL YOUR NAME.

I look forward to having you in class!

Professor Richard A. Gair



407-582-2641

East Campus, Building 8, Room 132

Email: rgair@mail.valenciacollege.edu

Web: <http://faculty.valenciacollege.edu/rgair>

April 2013

CLASS STARTS MONDAY MAY 6- ATTENDANCE AND ON TIME ARRIVAL COUNT ON THE FIRST DAY. ARRIVE ON TIME, WITH ALL THE ABOVE SUPPLIES.



**READING 0007, 3 credits, SYLLABUS- SUMMER 2013
COLLEGE READING PREP 0007**

Instructor:

PROFESSOR RICHARD A. GAIR, MA

OFFICE-8-132

407-582-2641

rgair@atlas.valenciacollege.edu<http://faculty.valenciacollege.edu/rgair>**Course CRN #****Meeting Days, Times, Location:**

The information enclosed here is intended to make sure you know what your role is and what is expected of you. It is also to let you know what you can expect from the Professor and the course itself. If you have any questions, just ask!!!!

Set Goals and Evaluate Them

Ask yourself, Why am I here in college? What do I want to do? Where do I see myself in two years? What are my long-term goals?" Do I have a clear understanding of where I am now? Do I have a reasonable plan involving realistic goals and a realistic time frame?" (LIFE MAP)

MY PLEDGE TO YOU: As your Professor I pledge to do everything in my power to assist you in furthering your reading and thinking ability and reach your academic and thus your life goals. My goal is to help you develop strategies to monitor your own thinking / reading so that in the future you are able to break through those barriers that have confronted you in the past when you did not comprehend something. My goal is to teach you to think about thinking, we call that "metacognition." I want to see each and every single student in this class leave here feeling confident, and ready to tackle all the college courses that await them in the semesters and years ahead, to become lifelong learners, to become lifelong lovers of learning. Work with me, do your part, work hard and I will bend over backwards to help you move towards your goal, but it takes two people, both teacher and learner...are you ready for the challenge? I am! If so, then let's go!!!!

Research has shown that there are three vital skills that should be developed and linked to all college courses. These skills have been shown to be essential for learning and mastery in all college courses. We will try to further develop all three throughout this course. They are:

- **Critical Thinking** (You will be asked to think and discuss critically about issues.)
- **Reflective Writing** (You will be required to write reflectively about what you read.) This application of reading skills will begin to prepare you for the writing demands your future courses will place upon you.
- **Critical Reading** (You will be asked to respond critically and evaluatively about what you read.) This will include issues found in written text, literature and other sorts of communication such as the Internet, advertising, television and film, news, politics, and current events. The field of communication has many faces and a critical reader can view them through the various lenses of critical thinking-reading.

Be prepared...IF YOU DO NOT HAVE THE REQUIRED BOOKS WITH YOU THEN YOU WILL RECEIVE A ZERO FOR THE DAY FOR BEING UNPREPARED.

Students are expected to have all materials for the course in all classroom sessions. This includes the required text, the portfolio loose-leaf packet, mini-hole puncher, mini-stapler filled with staples. Out of class assignments (homework) will require between 3 and 5 hours of work every week. Make time in your schedule for this if you plan on being successful in this course!!!! What you put into the course directly relates to what you get out of it. That's just plain old common sense!!!!

ASSIGNMENTS ARE DUE ON THE DUE DATE...NO LATE ASSIGNMENTS ACCEPTED.
IF YOU ARE ABSENT YOU MUST FIND OUT FROM ME OR A CLASSMATE WHAT YOU MISSED. The missed class work and assigned homework is due immediately at the start of the period when you return to class. Get a study buddy, someone in the class you can exchange phone numbers with, as well as email so you can find out what you miss as soon as you miss class.

ATTENDANCE AND LATENESS TO CLASS

STUDENTS ARE REQUIRED TO ATTEND ALL CLASS SESSIONS AND COMPLETE ALL ASSIGNED LAB SESSIONS. IN ADDITION STUDENTS ARE REQUIRED TO ARRIVE IN CLASS BEFORE IT STARTS, NOT AFTER THE DESIGNATED START TIME. IT IS VERY DISRUPTIVE TO THE LEARNING PROCESS FOR STUDENTS TO BOLT IN TO A CLASSROOM AFTER CLASS HAS STARTED. YOU ARE EXPECTED TO BE IN CLASS READY TO WORK WHEN CLASS BEGINS!

10 minutes late counts as ABSENT

I TAKE ATTENDANCE AT THE START OF THE PERIOD. IF YOU ARRIVE LATE THEN IT IS YOUR JOB TO SEE ME AFTER CLASS TO CHANGE THE ABSENCE TO A LATE IN MY ROLL BOOK. DO NOT JUST BOLT OUT OF CLASS AT THE END OF THE PERIOD WITHOUT SEEING ME!

If you arrive LATE FOR AN EXAM, a sign will be on the door...you are NOT TO ENTER AND DISTURB THE OTHERS. Remain outside, you will be marked absent for the entire period and then will have to email me to arrange to take a makeup during my office hours and lose 10 points for late arrival.

IF YOU ARE LATE, 3 LATENESSES WILL BECOME AN ABSENCE!

ABSENCE POLICY- SINCE THIS IS A 3 CREDIT HOUR CLASS IF YOU ARE ABSENT 150 MINUTES (3 CLASSES FOR M-W-F CLASSES, 2 CLASSES FOR TUES-THURS OR M-W CLASSES) THAT WILL BE THE LIMIT YOU ARE ALLOWED. ANY ABSENCES AFTER THE 150 MINUTES WILL RESULT IN WITHDRAWAL FROM THE CLASS.

NOTE TO SUMMER SCHOOL CLASSES:
FOUR DAY SUMMER CLASSES ARE ALLOWED ONLY TWO ABSENCES. THOSE SHOULD BE USED FOR EMERGENCY PURPOSES ONLY! STARTING WITH THE THIRD ABSENCE THERE WILL BE A 10 POINT DEDUCTION FROM YOUR ATTENDANCE GRADE FOR EACH DAY MISSED. ATTENDANCE IS 10% OF YOUR OVERALL GRADE.

If you only miss the two allowed absences then you will wind up with an Attendance grade of 100 % at the end of the semester. Example: You miss 4 classes, your Attendance grade will be 80 % on the last day of the semester.

Tardiness: 3 tardies = 1 absence

THIS ATTENDANCE POLICY WILL BE STRICTLY ENFORCED

**MY PET PEEVE...CELL PHONES IN CLASS!!!
 BEEPERS AND CELL PHONES- TEXTING DEVICES...ARE TO BE TURNED OFF AND KEPT OFF AND OUT OF SIGHT AT ALL TIMES IN CLASS. IF ONE GOES OFF IN CLASS YOU WILL LOSE 5 POINTS FROM YOUR NEXT MAJOR EXAM. IF ONE GOES OFF DURING A TEST, YOU WILL BE ASKED TO LEAVE, AND YOU WILL RECEIVE A ZERO FOR A TEST GRADE.**

NO FOOD AND DRINK IS TO BE CONSUMED DURING CLASS.

Course Syllabus**Instructor:** _____**Summer 2012 Semester****COURSE DESCRIPTION:**

This course is designed for students who score below 60 on the CPT or an equivalent score on another state approved test. Course content includes:

Review and reinforcement of reading comprehension strategies
Emphasis on critical reading, thinking, and writing skills
Strategies for vocabulary development
Introduction/utilization of computer skills for written assignments-
Effective study skills for college success

REQUIRED MATERIALS:

Textbook: *Reading For Life*, By Corinne Fennessy, DK, Longman Publishing, Copyright © 2011 by Pearson Education, Inc., ISBN 10-205-63294. Book will be bundled with online lab kit for My Reading Lab access. (www.myreadinglab.com)

Do not buy this online as the version in the bookstore will have the lab packet included with it.

Reading Handouts Packet by Professor Gair (Download this from my Google Drive)

The contents of the binder are required to be turned in at the end of the semester in order to pass the course.

Paperback Book: The Story of Blima and Study Guide (To be supplied by Professor Gair.)

Other Basic Supplies: a thick 3-ring notebook, paper, 2 colored pen highlighters, and 12 or more tab dividers, mini-stapler, 3-hole puncher, index cards

COURSE OBJECTIVES:

This course has been designed to offer opportunities to improve those reading skills essential to meaningful, effective textbook and media study. The following course objectives are also CLASP competencies. They are indicated by the numbers in parentheses following each skill.

The following skills are essential for effective communication. Reading is but one mode of communication and we will develop these skills in areas beyond the written page. Being able to read the message and meaning of spoken words, advertising, entertainment and informational media all contribute to your development as an effective communicator and reader.

I. Comprehension Improvement:

Reading (and thinking) is the process of receiving and assimilating ideas and information from written and spoken material. Effective reading includes both literal and critical comprehension of sentences, paragraphs and longer passages as well as in other forms of media such as the Web, television, film, news media, current events, and literature.. Since literal comprehension is a requirement for critical comprehension, students' highest priority will be to develop literal comprehension

skills. Numbers in parentheses indicate level reading competencies that correspond to objectives.

A. Literal Comprehension Skills

1. Recognizing main ideas in a given passage (a.1)
2. Identifying supporting details (a.2)
3. Determining the meanings of words on the basis of context (a.3)

B. Critical Comprehension Skills

1. Recognizing the author's purpose (b.1)
2. Identifying the author's overall organizational pattern (b.2)
3. Distinguishing between statement of fact and statement of opinion (b.3)
4. Detecting media bias (positive & negative) (b.4)
5. Recognizing author's tone (b.5)
6. Recognizing explicit and implicit relationships within sentences (b.6)
7. Recognizing explicit and implicit relationships between sentences (b.7)
8. Recognizing valid arguments (b.8)
9. Drawing logical inferences and conclusions (b.9)

II. Vocabulary Development

- A. Using the context to understand the meaning of a new or unfamiliar word (a. 3)
- B. Learning and using common word parts to determine the meaning of new words
- C. Recognizing that every word represents a concept and serves as a graphic symbol of that concept
- D. Recognize the connotation of words

Sample Learning Outcome and Assessment

L.O.: The student will identify the following components in a multiparagraph selection. Main Ideas-Topic Sentences, Major Supporting Details, The Central Thought of the Entire Selection and Transition Words and Patterns of Organization.

Assessment Activity: After instruction in reading and identifying each of the above singly then late in the semester students will be given a multi paragraph selection and asked to identify each of these components by highlighting, circling and annotating the assigned text.

COURSE REQUIREMENTS:

This course meets 150 minutes per week. Each student is expected to read and complete all the assignments enumerated on the course syllabus. In addition, all supplementary exercises prescribed by the instructor must be completed successfully and turned in at a specified time. Each student is expected to maintain an accurate, up-to-date binder of assignments.

You will receive a tentative weekly schedule of chapters and topics for the semester. This is subject to change as the needs and pace of each class determine as decided by the Professor.

SOME ASSIGNMENTS WILL NOT RECEIVE A FORMAL GRADE BECAUSE THEY ARE PRACTICE EXERCISES LEADING UP TO AN ASSESSMENT OF SOME SORT THAT WILL BE GRADED. This is often the case in online labs. The practice exercises will be required before the software will permit you to take the assessment. Even though only the final assessment will be graded into your average, it will not be given credit if the practice pre-requisite exercises have not been completed as per the Professor's directions. There will be times when you will get credit for just completing the practice, regardless of the errors, and zero if you have not done it at all. It is considered an "effort" grade at that moment.

ATTENDANCE & SUCCESS ARE RELATED

Students are expected to attend all class sessions and complete all online Course Compass lab assignments for which they have registered. Class attendance and participation are significant factors that promote college success. **LAB ASSIGNMENTS ARE MANDATORY.**

OFFICE HOURS: Please fill them in here. They are also on the home page of my web site.

Monday	_____	_____
Tuesday	_____	_____
Wednesday	_____	_____
Thursday	_____	_____
Friday	_____	_____

MAKE UP POLICY:

Students who are absent or tardy are responsible for contacting the instructor about the lessons and assignments missed. **Absent work is due at the start of the period on the day you return from any absence. It is the your responsibility to know what was covered and assigned when you were not in class and have it all completed on the day of your return. Make up work is only at the discretion of the instructor.**

ASSIGNMENTS:

Written assignments, Chapter Exercises, Review Test, Mastery Test, Assigned Readings, Collaborative Activities, Learning Style Applications and other homework will be expected at the beginning of the class period.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL BE GIVEN A GRADE OF ZERO IF THEY ARE NOT TURNED IN THE DAY THEY ARE DUE.

CAMPUS INFORMATION:

Instructional Media Center (IMC)
Learning Resources Center (LRC)
Microcomputer Learning Center
Reading/English Computer Lab

Building 4, Room 101, Phone: ext. 2337
Building 4, Room 201 (2nd floor), Phone: ext. 2459
Building 4, Room 122, Phone: ext. 2430
Building 4, Room 101

Hours: Mon-Thurs. 8:00 am to 7:30 pm
Fri. 8:00 am to 5:00 pm
Sat. 8:00 am to 11:30 am

Testing Center Building 4, Room 120

TESTING:

STUDENTS MUST BE PRESENT FOR ALL EXAMS!

All tests are to be taken during the designated time identified by the instructor. **Any exceptions are at the discretion of the instructor.** It is the students' responsibility to contact the instructor concerning a missed test or quiz. If no contact is made BEFORE the next class meeting, a "0" will automatically be recorded. MISSED TESTS MAY NOT BE THE SAME TEST AS THE REST OF THE CLASS TOOK. IN ADDITION, YOU WILL **LOSE 10 POINTS FOR HAVING TO TAKE A MAKE-UP TEST AFTER THE DATE THE CLASS TAKES IT.**

STUDENT ETHICS:

Students are expected to abide by the college's honesty policy and code of conduct as stated in the catalog. Students caught cheating on assignments or tests will receive a "0" which cannot be made up. Any additional action deemed necessary will be taken at the discretion of the instructor.

CLASS ROOM CONDUCT

The culture of the college classroom requires individual responsibility and accountability for learning and classroom participation. Achievement in the reading process is grounded in a positive attitude and mastery of various reading strategies in order to ensure success. All students are expected to engage in classroom and out-of-class learning activities in order to show proficiency in such skills at the college level. It is therefore necessary and expected that all students will have a positive attitude toward and participate in all classroom activities in a manner that is conducive to the learning process for themselves and others. Your presence, participation, and success in this class will be viewed as a partnership in the learning process. If, for any reason, a student's classroom conduct interferes with the teaching process or the learning of others, the student will be requested to leave the classroom and an absence for the day will be recorded. Any subsequent disruption will be processed according to Valencia Community College Code of Student Conduct procedures.

GRADING:

Grades in REA 0007 are based on successful completion of all assignments enumerated in Grade Weight Distribution. Final grades in Prep courses are either A, B, C or F...there are no grades of D allowed for the final course grade.

Grades

90 - 100	=	A
80 – 90	=	B
70 – 80	=	C
60 – 69	=	D
Below 60	=	F

Grade Weight Distribution:

Text Assignments: Assigned readings, Practice Exercises, Review Tests, Mastery Tests, Combined Skills Mastery Tests, Class Participation, Collaborative Activities, and Other Course Assignments	30%
Unit Tests (Dates shown later in syllabus.)	20%
Lab (You must complete AND pass lab to pass REA 0007.) Complete all lab assignments online, as assigned by the instructor. (Labs can be done anywhere you have access to the Internet.) Lab assignments must be completed by the due dates announced in class.	20%
Final Exam (See date later in syllabus.)	20%
Attendance- You are allowed only 150 minutes of absences. That is 2 classes. Starting with the third absence your Attendance grade will drop by 10 points for each additional day you miss. If you only miss the two allowed absences then you will wind up with an Attendance grade of 100 % at the end of the semester. Example: You miss 4 classes, your Attendance grade will be 80 % on the last day of the semester.	10%

Grade Progress Reports: I use a special software designed to keep your weighted averages. After each class in which I collect an assignment that will be counting as part of the overall average I enter it into the software. I then have the software email each student an individual grade summary that day or at the very least before our next class meeting. You should watch your average carefully as it will change every time you hand something in to me for grading.

READING 007 LAB GRADING POLICY

Your final LAB average must be 70% or more to pass Reading 007.

Remember you are being given credit for the effort you put into the practice and tests in these labs. You do not have to do everything in each lab. You must do all the listed labs. When you do a lab start with the exercises and keep going until you score a Mastery level of 70% on a specified activity. At that point stop and just print out the score sheet to hand in to Professor Gair. You will receive a grade of 100% for that lab. Some of you may have to do all the activities and some or all of the tests in a particular lab until you finally reach a score of 70. That is when you can stop. You will still receive a 100% for that lab.

CAUTION: I WILL BE LOOKING AT THE AMOUNT OF TIME YOU SPENT WHEN YOU DID THE LAB, SO DO NOT JUST GO THROUGH AS QUICKLY AS POSSIBLE, MARKING ANSWERS IN ANY RANDOM ORDER (HAVE YOU EVER HEARD THE TERM "XMAS TREEING THE TEST?) SO THAT YOU CAN GET A 100 GRADE. If I see you have done that then your score for the entire lab will be a 50%.

Do each lab as we complete the chapter on the skills in that lab. This way you should do better as we will have studied that skill already. For labs that do not have a chapter in our textbook you may do them at anytime (for example Test Taking is not a chapter).

READING FINAL EXAMINATION:

Students enrolled in REA 0001 will take a final exam. The Final Exam grade is averaged along with the course Unit Tests. Students must have an overall average of 70% (based on the Grade Weight Distribution table above) and a 70% Lab average to pass Prep Reading I and proceed to Prep Reading II.

FINAL EXAMINATION: COLLEGE POLICY- FAILURE TO SHOW UP FOR THE SCHEDULED FINAL IS AN AUTOMATIC FAILURE IN THE ENTIRE COURSE- NO EXCEPTIONS...SO DON'T BUY THAT PLANE TICKET OR CRUISE TICKET BEFORE SEEING WHAT DATES YOU ARE OBLIGATED TO BE HERE.

The final exam for the course will be given during the scheduled college-wide exam period.

DISCLAIMER:

Changes in syllabus and/or schedule may be made at any time during the term by announcement of the instructor. A revised syllabus may be issued at the discretion of the instructor. If an addendum is needed for the syllabus I will send it by email with instructions to print and attach to this copy.

THREE ATTEMPT RULE:

The State of Florida has mandated that all students placed into a college preparatory course be allowed three tries to complete the given discipline. Thus, if you were placed in REA 0001, you would have one semester in REA 0001, one semester in REA 0002, and one semester to repeat either of two courses. After the third attempt, if unsuccessful in passing that discipline, students will work with counseling staff to determine where they should go to complete the course.

A "W" is counted as an attempt unless you withdraw prior to the midpoint of the course.

CORE COMPETENCIES:

Core Competencies: Valencia faculty has defined four interrelated competencies that prepare students to succeed in the world community. In this course, through classroom lecture and discussion, group work and other learning activities, you will further develop your mastery of these core competencies.

VALUE: make reasoned value judgments and reasonable commitments

- A) Recognize values as expressed in attitudes, choices and commitments.
- B) Distinguish among personal, ethical, cultural and scientific values.
- C) Employ values and standards of judgment from different disciplines.
- D) Evaluate your own and others' values from individual, cultural and global perspectives.
- E) Articulate a considered and self-determined set of values with empathy and fair-mindedness, individually and in groups.

THINK clearly, critically, and creatively. Analyze, synthesize, integrate and evaluate in many domains of human inquiry

- H) Analyze data, ideas patterns, principles, perspectives
- I) Employ the facts, formulas, procedures of the discipline
- J) Integrate ideas and values from different discipline
- K) Draw well-supported conclusions

- L) Revise conclusions consistent with new observations, interpretation, or reasons with curiosity and consistency, individually and in groups

COMMUNICATE with varied audiences using varied means

- A) Identify your own strengths and need for improvement as communicator
- B) Employ methods of communication appropriate to your audience and purpose
- C) Evaluate the effectiveness of your own and others' communication by speaking, listening, reading and writing, verbally, non-verbally and visually with honesty and civility in different disciplines and settings.

ACT purposefully, reflectively and responsibly

- A) Apply disciplinary knowledge, skills and values to educational and career goals
- B) Implement effective problem-solving, decision-making, and goal-setting strategies
- C) Act effectively and appropriately in various personal and professional settings
- D) Assess the effectiveness of personal behavior and choices
- E) Respond to changing circumstances with courage and perseverance, individually and in groups in your personal, professional and community life

WRITTEN ASSIGNMENTS

ALL WORK IS DUE AT THE START OF CLASS WHEN ATTENDANCE IS TAKEN. AFTER THAT IT IS NOT ACCEPTED. IF YOU ARRIVE AFTER WE HAVE GONE OVER THE HOMEWORK AND WE HAVE SCORED IT AND TURNED IT IN IT WILL HAVE A 20 POINT PENALTY FOR LATE ARRIVAL.

Typewritten work must be done in Times New Roman, 12 point , double spaced font, with 1" inch margins.. Use Microsoft WORD. In the upper left corner should be the student name, CRN number, and date and the name of the Professor.

See sample below.

First Name Last Name
CRN # _____
Date: _____
Professor Gair
Name of Assignment

- All required reading assignments may be answered on the pages in the textbook and removed for submission. However, all **written assignments** from "Discussion Questions" or longer assignments **must be typed and submitted separately**. Please include your name, the due date, the page number and title of the selection on the cover sheet. **Handwritten work is not acceptable**. Please check your spelling. Use well constructed clear sentences. Attach the completed writing to the rest of the assignment before you submit it for credit. There are printers all over the campus for your use. Do not tell me you have no printer, the ink is dry, the printer died, etc...use a college printer before arriving to class.
- **Special Needs – Students with Disabilities**

Students with disabilities who qualify for academic accommodations must provide a notification from the Office for Students with Disabilities (OSD) and discuss specific needs with the instructor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. The East Campus Office is located in Building 5, Room 216.

If you do have documentation then give it to me as soon as possible. In that case, whenever I announce an upcoming test it is your responsibility to come to me and indicate if you would like to take it untimed in the testing center, if that is what the accommodation sheet indicates for you. I need time to send an authorization and copy of the test to the testing center in time. Failure to notify me will result in you taking the exam in class with the rest of the students in a timed situation.

BlackBoard- At times there will be activities for you to access in the college's online course environment. This is called BlackBoard and will be demonstrated in class. There is a direct link to BlackBoard and the My Reading Lab on the first page of my web site.

CONGRATULATIONS... You made it to the end of the syllabus. Wasn't that fun?????

WITHDRAWAL POLICY:

Valencia has a withdrawal policy (effective Session 1-97/98) that may affect cost of classes. Through _____ (**THIS DATE IS ON THE MASTER CALENDAR**) students will be able to drop/withdraw from any class without attempt penalty and receive a refund (They will receive a W). After that date, if students withdraw, it will count as an attempt which will affect the cost of repeat classes. The Florida Legislature passed a bill which states that for the third attempt of a college-level class, the cost will be the same as out of state tuition. The Withdrawal Deadline is _____ (**fill in the date**) Per Valencia Policy 4-07 (Academic Progress, Course Attendance and Grades, and Withdrawals), a student who withdraws from class before the withdrawal deadline of _____ (**Fill in the date**) will receive a grade of "W." A student is not permitted to withdraw after the withdrawal deadline. A faculty member MAY withdraw a student up to the beginning of the final exam period for violation of the class attendance policy. A student who is withdrawn by faculty for violation of the class attendance policy will receive a grade of "W." Any student who withdraws or is withdrawn from a class during a third or subsequent attempt in the same course will be assigned a grade of "F." For a complete policy and procedure overview on Valencia Policy 4-07 please go to: <http://valenciac.edu/generalcounsel/policydetail.cfm?RecordID=75>.

REA OOO7 Tentative (Pacing may vary.)
Schedule for Summer 2013

Textbook: *Reading For Life*, By Corinne Fennessy, DK, Longman Publishing, Copyright © 2011 by Pearson Education, Inc., ISBN 10-205-63294. Book will be bundled with online lab kit for My Reading Lab access. (www.myreadinglab.com).

Week 1 (May 6 to 9) - Chapter 1- Plan To Succeed (Independently and turned in) Chapters 2 and 3

Week 2 (May 13 to 16) - Chapters 4 and 5

Week 3 (May 20 to 23) - Chapters 6 and 7

Week 4 (May 28 to May 30) 3 DAY WEEK- (Monday May 27 is Memorial Day- NO CLASSES) Chapter 8

Week 5 (June 3 to 6) - Chapter 9

Week 6 (June 10 to 13)- Chapter 10

Monday June 17- **Final Exam**- This is the last day we meet. You will turn in the contents of your binder and all completed labs today. Failure to turn in the contents as described in class is an F in the course. Failure to show up for the final exam period is an automatic course F, regardless of your average.

UNIT TESTS: All unit exams will cover the chapters indicated from the text, the corresponding class lecture notes for those chapters and the matching skills pages in the Handouts Packet you downloaded from my Google Drive or BlackBoard. Each exam will have at least one essay question which will require you to construct an answer explaining a reading process or strategy in detail in your own words in paragraph form. They will be worth 5 points on each test and will be required. The answer will be written on the back of your test Scantron bubble sheet. Test dates will be announced in class. As we approach the end of the listed chapters for each test you should plan on a test as soon as we finish the chapters listed

TEST 1-Chapters 2, 3, 4: Date_____

TEST 2- Chapters 5, 6, 7: Date_____

TEST 3- Chapters 8, 9, 10: Date_____

FINAL EXAM- All of the above chapters (Ch. 2,3,4,5,6,7,8,9,10):

Date _____

Makeup exams are given at the discretion of the professor and will lose 20 points for absence on the test day. Tests will be announced in class at least two days in advance. Late arrivals will not be permitted to take the test and should not attempt to enter the room and disturb their classmates who are concentrating on their test. Leave and be charged with an ABSENCE and next time be on time.

Notes About the Schedule and Important College Dates:

DROP/REFUND DEADLINE:	(fill in from master calendar)
FINAL EXAM MONDAY JUNE 17- SEE MASTER SCHEDULE FOR TIME	

YOUR PLEDGE TO PROFESSOR GAIR AND YOURSELF**PLEASE READ, SIGN BOTH COPIES AND RETURN ONE TO
PROFESSOR GAIR.**

I have read and fully understand the syllabus for the Reading course with Professor Richard Gair. I understand my conduct is expected to be of a college nature and not in any way interfere with the teaching-learning process and will be in line with the Student Code of Classroom Conduct in the Valencia catalog. **I further understand the requirements for success in this course as far as attendance, needed supplies, completion of assignments in a timely fashion and commitment necessary to be successful.** I have read and understand the grading system and how the grades are weighted. I pledge to put forth my very best effort at all times to achieve the best possible learning in this course. I understand that success in this course greatly depends upon my **regular attendance, completion of all assignments on time**, participation in class, regularly scheduled study time outside of class, application of study skills, seeking help when needed from the teacher, lab instructor, tutoring center, counselors or advisors or any other support system Valencia has in place to insure my success.

Student Name (PRINT) _____

Student Signature _____

Course Section: CRN # _____

Course Name: Prep. Reading 007

Date _____

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Student Name (PRINT) _____

Student Signature_____

Course Section: CRN #_____

Course Name: Prep. Reading 007

Date _____