

Course Title	Reading Skills	
Course Number	DLC 101	
Number of Credits	3	
Course Dates	WIN 1 (October 15-December 2018)	
Instructor	Terese Francis	
Email Address	terese.francis@doane.edu (This is my preferred contact method)	
Office Hours/Availability	Email to arrange meetings. I will arrive to class at 5:30 and I will stay after class as long as needed.	
Phone Number	Office: 402-466-4774 ext. 79029	
Textbook Information:  (e.g. title, edition, publisher, ISBN)	The textbook and all course materials will be provided by the instructor.  Highly Recommended: paperback dictionary with 25,000-50,000 words to complete vocabulary assignments.  OPTIONAL (but highly recommended): 1" binder with eight divider tabs to organize course materials by week.	
Additional Course Materials	Other course material may include articles, documentaries, movies, audio clips, etc., which will be available on Blackboard.	
Course Description	This course is designed to improve reading effectiveness at the college level including: developing critical thinking skills through lateral thinking exercises and course discussions, analyzing arguments, organizing reading/study notes, increasing reading speed, building vocabulary, and	
	applying active reading/study techniques to other reading-based courses.	
Program Outcomes	applying active reading/study techniques to other reading-based courses.  (Please check with the applicable Program Director for this information.)	
Program Outcomes		

Outcomes/Objectives	<ul> <li>Develop critical thinking skills</li> <li>Engage in lateral thinking exercises</li> <li>Participate in reflective discussions</li> <li>Organize reading/study notes</li> <li>Increase reading rate to improve reading comprehension</li> <li>Develop skills to read in phrases</li> <li>Practice pacing techniques</li> <li>Develop comprehension building skills</li> <li>Practice reading for speed skills</li> <li>Build vocabulary to improve reading comprehension</li> <li>Develop an active vocabulary in speaking and writing</li> <li>Improve dictionary skills</li> <li>Improve words in context skills</li> <li>Improve word part skills</li> <li>Create a word file of active vocabulary</li> </ul>	
Technology Requirements	https://www.doane.edu/faq/minimum-computer-requirements	

# **Grading Assessments**

Type of Assessment	Points per Type	Weighted Contribution to Total Grade
Reading Inventory	25	8%
Completed Reading Chart	10 (50 total)	15%
Record Sheet of Comprehension Quizzes for In-class Readings	10 (50 total)	15%
8 Vocabulary Worksheets	10 (80 total)	24%
4 Reading Units	25 (100 total)	32%
Complete pre/post Nelson Denny Tests	10 (20 total)	6%
Total Points	325	100%

## 1. Reading Inventory: (8 % of total grade)

The writing inventory will give students the opportunity to consider their own learning in a private forum and to engage in a one-to-one dialogue with the professor. Each inventory should be four to six paragraphs long.

## 2. Completed Reading Chart: (15% of total grade)

The Reading Chart is a graph of your reading rate, words per minute (WPM), and comprehension scores of all in-class and out-of-class readings to show improvement progress.

## 3. Record Sheet of Comprehension Quizzes: (15% of total grade)

The record sheet record the WPM and comprehension quiz scores of all in-class readings. The scores are calibrated to a set comprehension scale.

### 4. Citations Exercise: (8% of total grade)

The Citations Exercise will give the students the opportunity to practice putting APA signal phrases and end of text citations into their literature review. Additionally, students will create their reference sections as they cite sources of information.

#### 5. Vocabulary Worksheets: (24% of total grade)

These eight worksheets are designed to provide practice for the four major ways to develop and/or improve active vocabulary: dictionary skills, word file, words in context, and word parts.

### 6. Reading Units: (32% of the total grade)

The reading units include one short article to read, an active reading strategy, and an active writing strategy to apply critical thinking and writing skills.

## 7. Pre/Post Nelson Denny Reading Tests: (6% of total grade)

Students do not receive a grade for this test, but they will receive a reading profile indicating their reading strengths and weaknesses on the first and last day of classes. The score is given for attending and taking the test.

The assignments are intended to be scaffolded that build one skill upon the other. Failure to complete an assignment and/or submit an assignment late will create gaps in your reading skills. All assignments are due the next class meeting. Late assignments will receive a lower grade.

#### **Grade Scale**

A+	97-100%	B+	87-89.9%	C+	77-79.9%	D+	67-69.9%
Α	93-96.9%	В	83-86.9%	С	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
						F	Below 60%

Check your grades as soon as they are available to make sure your score is correct. Contact me immediately if you suspect an error or if you would like to discuss any assignments and their scoring.

Participation Policy	ATTENDANCE: IF YOU CANNOT ATTEND THE FIRST CLASS DO NOT SIGN UP FOR THIS COURSE. IF YOU DO NOT ATTEND THE FIRST CLASS, PLEASE DROP THE COURSE. The first class sets the foundation for the entire course and cannot be missed. Because the course is participatory in nature and not primarily lecture-based, attendance is required. Missing class discussions and activities will directly affect your understanding of reading strategies, your acquisition of reading skills, and your ability to apply those learned skill.		
Study Time	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 3-6 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.		
Late Work	ALL assignments must be finished and posted in Blackboard to complete the course. I encourage students to complete their work ahead of time to prevent possible stress due to computer problems, work schedules, family demands, travel delays, illness and so on. At my discretion, and only in extreme circumstances, will I allow a student to make up missed or late assignments. Unless I have been notified BEFORE the assignment is due and have provided you the opportunity to submit your assignment late, I may deduct points for a late assignment.		
Submitting Assignments	All assignments, unless otherwise announced by the instructor, MUST be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.		
Communication Policy including Assignment Feedback	This course uses a "three before me" policy related to student/faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:  1. Course syllabus 2. Announcements in Blackboard 3. The "Student Questions" discussion board  This process will help you find answers to your questions before I can get back to you and prevents duplication of questions, which is a time saver for all of us.  If you cannot find an answer to your question, please first post your question to the "Student Questions" discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or by me. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide		

	timely assistance.
	If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email. I will usually respond to email between the hours of 10 am to 6 pm on weekdays, please allow 24 hours for me to respond.
Academic Integrity Policy	Professor's Academic Integrity Policy: If you are found guilty of academic dishonesty, your academic career could be finished. The severity of the consequences is not worth taking the risk. I will never knowingly allow any student to plagiarize or cheat.  Anyone found cheating in any form will receive a grade of F in the course and the case will be referred to the Academic Integrity Committee for whatever action it deems advisable.
Academic Support	Please contact: academicsupport@doane.edu https://www.doane.edu/graduate-and-adult/academic-support
Disability Services	https://www.doane.edu/disability-services  Doane University supports reasonable accommodations to allow participation by individuals with disabilities. The student must initiate any request for accommodations as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University. Please contact Chris Brady at <a href="mailto:chris.brady@doane.edu">chris.brady@doane.edu</a> or  402-467-9031 for assistance.
Military Services	https://www.doane.edu/graduate-and-adult/military_
Anti-Harassment Policy	http://catalog.doane.edu/content.php?catoid=5&navoid=452
<b>Grade Appeal Process</b>	http://catalog.doane.edu/content.php?catoid=5&navoid=238
Credit Hour Definition	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes inperson, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
Syllabus Changes	Circumstances may occur which require adjustments to the syllabus.  Changes will be made public at the earliest possible time.

## COURSE SCHEDULE—WIN 1 Term 2018

WEEK-Class date	ASSIGNMENTS	IN-CLASS ACTIVITIES
WEEK 1: 10/15/18	<ol> <li>Pre-Reading Inventory</li> <li>Vocab #1-Dictionary Skills</li> <li>Vocab #2—Word File</li> <li>Please submit your Pre-reading Inventory on the submission link on Blackboard.</li> <li>Bring your hard copy of Vocab #1 to class.</li> </ol>	<ul> <li>Orientation/Introduction</li> <li>Orientation to course</li> <li>Reader Styles/Reader Rubric</li> <li>Baseline Reading/Reading Chart</li> <li>Nelson-Denny Pre-Reading Test</li> </ul>
WEEK 2: 10/22/18	1. Reading Unit #1 2. Lateral Thinking Email Exercise 3. Timed Reading Selection #20 4. Vocab #3—Words in Context	<ul> <li>Overview of the reading process/Critical thinking process</li> <li>Identifying inefficient reading habits</li> <li>Timed reading selection #22 /Reading Ritual Process</li> <li>Active Reading Strategies: Previewing/Annotate/Highlight</li> <li>Lateral Thinking Exercises</li> </ul>
WEEK 3: 10/29/18	1. Reading Unit #2 2. Timed Reading Selection 3. Vocab #4—Word Parts/Roots	<ul> <li>Discussion for Reading Unit #1/In-class writing</li> <li>Active Reading Strategies/Summary</li> <li>Phrasing exercises</li> <li>Timed reading selection #29/quiz</li> <li>Lateral Thinking ExercisesEmails</li> </ul>
WEEK 4: 11/5/18	<ul><li>1. Reading Unit #3</li><li>2. Timed Reading Selection</li></ul>	Discussion for Reading Unit #2/In-class writing

	#37 3. Vocab #5—Word Parts/Roots	<ul> <li>Active Reading         Strategies/Pro Con list/T-         Chart</li> <li>Phrasing exercises</li> <li>Timed reading selection         #24/quiz</li> </ul>
WEEK 5: 11/12/18	1. Reading Unit #4  2. Timed Reading Selection #10  3. Vocab #6—Word Parts/Roots	<ul> <li>Discussion for Reading         <ul> <li>Unit #3/In-class writing</li> </ul> </li> <li>Active Reading Strategies/         <ul> <li>Four Issues of an</li> <li>Argument</li> </ul> </li> <li>Pacing exercises</li> <li>Timed reading selection         <ul> <li>#71/quiz</li> </ul> </li> </ul>
WEEK 6: 11/19/18	1. Timed Reading Selection # 15 2. Vocab #7—Word Parts & Prefixes	<ul> <li>Discussion for Reading Unit #4/In-class writing</li> <li>Active Reading Strategies/ Checklist</li> <li>Pacing exercises</li> <li>Timed reading selection #32/quiz</li> </ul>
WEEK 7: 11/26/ 18	1. Post Reading Inventory 2. Vocab #8—Word Parts/ Prefixes	<ul> <li>Rate of Flexibility Exercise/ #53/#78/#3</li> <li>Review of Active Reading Strategies</li> <li>Post Nelson Denny Reading Test</li> </ul>
WEEK 8: 12/3/18	None	<ul> <li>Wrap-Up</li> <li>In-class Lateral Thinking exercises</li> <li>Review the Nelson Denny post-test results</li> <li>Review Rate of Flexibility Scores</li> <li>Review reading charts</li> </ul>