



LIBERAL ARTS DIVISION
1400 TANYARD ROAD, SEWELL, NJ 08080
856-468-5000

**RDG 099: INTRODUCTION TO COLLEGE LEVEL READING III
SYLLABUS
LECTURE HOURS/CREDITS: 3/3**

CATALOG DESCRIPTION

Prerequisite: A score ranging between **41** and 69 on the Accuplacer Placement Test. This course is for students who have a strong background in literal comprehension and need practice in evaluative questioning and skill application to college-level reading and written response to reading.

TEXTBOOK AND COURSE MATERIALS

It is the **responsibility of the student** to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Bridging the Gap with New MyReadingLab with eText – Access Card Package, A La Carte, 11th ed., Smith and Morris, Pearson, 2013.
ISBN# 9780321872470

A novel study will be selected by the instructor and be available in an online format at no cost to student.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution

Class Participation/Discussion and Attendance	10%
Average of components of course listed below: <ul style="list-style-type: none">• Selection quizzes• Properly formatted written responses to reading• Homework/Classwork assignments	30%
Interim/Benchmark Assessments (3 @ 10% each) and Tutoring Points (Optional)	30%
Final Exam	30%
Total Class Percentage	100%

Grading Scale Example

A = 90%-100%** B = 80%-89%**
C = 70%-79%** X = 69% and Below
NP* = No Progress

Percentage	Letter Grade	Writing Placement
90%-100%	A	COLLEGE LEVEL
80%-89%	B	COLLEGE LEVEL
70%-79%	C	COLLEGE LEVEL
69% and Below	X	RDG099
	NP*	RDG099

NP* (No Progress): A student who does not successfully complete an Educational Foundations course and who misses 20% or more of the scheduled class time in a semester will be assigned a grade of **NP (No Progress)** as a final grade at the end of the semester.

Tutoring Requirements:

Students are required to attend the Tutoring Center when they earn **70%** or lower on any course test. Below are the requirements to earn Tutoring Points:

- Students who attend the Tutoring Center for **3 hours** during the semester can earn **5 points** to be added to the test grade.
 - **Note: Students must complete half the time (1 and ½ hrs.) by mid-semester (Early Alert) and the remainder of the hours (1 and ½ hrs.) by the Friday before the end of the semester.**
- Students who attend the Tutoring Center for **6 hours** during the semester can earn **10 points** to be added to the test grade.
 - **Note: Students must complete half the time (5 hrs.) by mid-semester (Early Alert) and the remainder of the hours (5 hrs.) by the Friday before the end of the semester.**

Testing and (3) Interim/Benchmark Common Assessments:

- (Pre-assessment using Stanford Diagnostic, question #s 1-32)
- **Benchmark 1: (Week # 5) Main Ideas (stated and implied), Supporting Details**
- **Benchmark 2: (Week # 9) Drawing Inferences, Author's Style, Mood, and Tone**
- **Benchmark 3: (Week # 13) Critical Thinking (question #s 33-60 of Stanford Diagnostic which incorporates all of the above through application and easily assesses students' progress against initial pre-assessment results.)**
- (Final Exam)

ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES

(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2014)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

RCGC Core Competencies	
1	Written and Oral Communication Students will communicate effectively in both speech and writing.
2	Quantitative Knowledge and Skills Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	Scientific Knowledge and Reasoning Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	Technological Competency Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	Society and Human Behavior Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	Humanistic Perspective Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7	Historical Perspective Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	Global and Cultural Awareness Students will understand the importance of a global perspective and culturally diverse peoples.
9	Ethical Reasoning and Action Students will understand ethical issues and situations.
10	Information Literacy Students will address an information need by locating, evaluating, and effectively using information

RDG099 CORE COMPETENCIES

This course focuses on **three** of RCGC's Core Competencies. Critical thinking and written response to reading is embedded throughout all course activities and assignments.

- **Written and Oral Communication**
- **Technological Competency**
- **Information Literacy**

STUDENT LEARNING OUTCOMES: RDG099- Introduction to College Reading III

Successful completion of RDG099 will help students:	RCGC CORE COMPETENCIES	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
1. Use context clues to define and apply college-level vocabulary in both oral and written expression.	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency-- (MyReadingLab, eLearning) 	Exams Quizzes Class Discussion Homework/Classwork
2. Identify stated and implied main ideas/ supporting details in college-level reading.	<ul style="list-style-type: none"> - Written and Oral Communication - Information Literacy - Technological Competency 	Exams Quizzes Class Discussion Written Assignments Homework/Classwork
3. Identify and interpret figurative language in a text.	<ul style="list-style-type: none"> - Written and Oral Communication - Information Literacy - Technological Competency 	Exams Quizzes Class Discussion Written Assignments Homework/Classwork
4. Extrapolate author's inferences, mood, and purpose from textual materials.	<ul style="list-style-type: none"> - Written and Oral Communication - Information Literacy - Technological Competency 	Exams Quizzes Class Discussion Written Assignments Homework/Classwork
5. Apply organizational strategies to extract major points in college-level reading.	<ul style="list-style-type: none"> - Written and Oral Communication - Information Literacy 	Quizzes Written Assignments Class Discussion Homework/Classwork
6. Compose written responses that demonstrate mastery to assess, analyze, and evaluate the reading of a text.	<ul style="list-style-type: none"> - Written and Oral Communication - Information Literacy 	Quizzes Written Assignments Homework/Classwork

TOPICAL OUTLINE

ASSESSMENT OF READING SKILLS:

- Stanford Diagnostic Reading Survey (questions 1-32) to be completed by 2nd week
 - Item Analysis of Reading Survey results
 - One-on-one conferences with students discussing results (student's strengths and weaknesses)

VOCABULARY BUILDING:

- Context Clues found in the text
- Employing use of dictionary
- Word Structure Analysis (prefixes, suffixes, and root word meanings)

RECOGNIZING MAIN IDEAS/SUPPORTING DETAILS

- Identify Topics and Subtopics
- Determine Stated or Implied Main Ideas
- Locate Supporting Details to Support/Explain Main Ideas
- Determine Major and Minor Details and their Significance
- Navigate General to Specific in Paragraph Organization

CRITICAL READING ANALYSIS

- Distinguish Fact/Opinion
- Determine author's Style, Mood, and Tone
- Draw Conclusions
- Make Logical Inference

UNDERSTANDING ORGANIZATION PATTERNS

- Recognize the Writer's Style of Writing
- Become Familiar with Various Writing Styles
 - Chronological Order
 - Comparison/Contrast
 - Cause/Effect
 - Enumeration
 - Definition/Example
 - Problem/Solution

STRATEGIES FOR ACTIVE READING AND LISTENING

- Various Methods of Organizing Text/ Note-Taking
 - Cornell Method
 - Outline
 - Annotation
 - Mapping
 - Paraphrasing
 - Summarizing
 - Time Line
 - SQ3R

APPLYING READING SKILLS TO COLLEGE-LEVEL READING

- Homework, Classwork, Quizzes, Written Responses to Reading, Discussion, Interim/Benchmark Assessments, and Final Exam

ASSIGNMENT INSTRUCTIONS AND GRADING RUBRICS

Class Preparation and Participation Rubric:

- A:** Arrives fully prepared at almost every session; plays an active, ongoing role in discussions; comments advance the level and depth of the discussion.
- B:** Arrives mostly, if not fully, prepared; participates constructively in discussions; makes relevant comments based on the assigned material.
- C:** Preparation is inconsistent; when prepared, participates constructively; when prepared, makes relevant comments based on the assigned material
- D:** Infrequently prepared and infrequently participates; comments are generally vague; demonstrates a noticeable lack of interest.
- F:** Rarely, if ever, prepared; rarely, if ever, participates; demonstrates a noticeable lack of interest; negatively affects discussion.

Reading Response Composition Rubric:

Criteria	Superior	Average	Unacceptable
Claim: The text introduces a clear, arguable claim that can be supported by reasons and evidence	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unidentifiable claim or vague position. The text has limited structure and organization.
Development: The text provides sufficient data and textual evidence to back up the claim as well as a conclusion that supports the argument	The text provides sufficient and relevant data and textual evidence to back up the claim. The conclusion effectively reinforces the claim and evidence.	The text provides sufficient data and evidence to back up the claim. The conclusion ties to the claim and evidence.	The text contains limited data and evidence related to the claim. The text may fail to conclude the writer's position.
Cohesion: The text uses words, phrases, and clauses to link the major sections of the text, creates cohesion, and clarifies the relationships between the claim and reasons and reasons and evidence.	The text skillfully uses transition words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence.	The text uses transition words, phrases, and clauses to link the major sections of the text. The text connects the claim and reasons.	The text contains few, if any, transition words, phrases and clauses to link the major sections of the text. The text does not connect the claims and reasons.

Criteria	Superior	Average	Unacceptable
Style and Conventions: The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics along with discipline specific requirements (i.e. MLA, APA, etc.).	The text presents an appropriate and formal objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline specific requirements (i.e. MLA, APA, etc.).	The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline specific requirements (i.e. MLA, APA, etc.).	The text illustrates a limited awareness or inconsistent tone. The text illustrates inaccuracy in standard English convention.

MyReadingLab Component:

Because RDG099 is designed to address the needs of students with varying levels of delayed reading ability, it is highly recommended that Pearson's *MyReadingLab* be incorporated into the course.

Students who score below 50% on the Stanford Diagnostic (pre-assessment) should begin the program utilizing the Lexile Locator in the program which will design a Learning Path of practice best suited to their individual needs and ability in moving towards mastery. All other students should begin the program with the Diagnostic Assessment in the Reading Skills portion of the program which will design a Learning Path that also best addresses their individual needs and provides the adequate challenge necessary to assist them in reaching their full potential and mastery of the course.

Novel and Supplemental Reading Suggestions

Novel Suggestions from Reading Department Faculty:

The Great Gatsby by F. Scott Fitzgerald
The Things They Carried by Tim O'Brien
To Kill a Mockingbird by Harper Lee
1984 by George Orwell
Othello by William Shakespeare
Jonathan Livingston Seagull by Richard Bach
Their Eyes Were Watching God by Zora Neale Hurston
The Absolutely True Story of a Part-Time Indian by Sherman Alexie
Letters My Mother Never Read by Jerri Diane Sueck

Shorter Supplemental Reading Suggestions::

Grimm's Fairy Tales by Jacob and Wilhelm Grimm (for shorter reading selections)
Aesop's Fables credited to Aesop (for shorter reading selections)
"The Bet" by Anton Chekhov
"Celebration of the Human Voice" by Eduardo Galeano
"There Will Come Soft Rains" by Ray Bradbury
"The Faithful Elephants" by Yukio Tsuchiya
"Fish Cheeks" by Amy Tan
"The Moment Before the Gun Went Off" by Nadine Gordimer
"The Perils of Indifference" by Elie Wiesel

Poetry Suggestions:

Shakespeare, William. "Sonnet 73"
Donne, John. "Song."
Shelley, Percy Bysshe. "Ozymandias."
Poe, Edgar Allan. "The Raven."
Dickinson, Emily. "We Grow Accustomed to the Dark."
Houseman, A. E. "Loveliest of Trees."
Johnson, James Weldon. "Lift Every Voice and Sing."
Cullen, Countee. "Yet Do I Marvel"
Auden, Wystan Hugh. "Musée des Beaux Arts."
Walker, Alice. "Women."
Baca, Jimmy Santiago. "I Am Offering This Poem to You."
"Henley, William Ernest. "Invictus."
"Lux, Robert. "The Voice You Hear When You Read Silently."
Ali, Taha Muhammad. "Revenge."
Shakur, Tupac. "The Rose That Grew From Concrete."

Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or ajones@rcgc.edu.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcgc.edu.

Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit RCGC.edu/SpecialServices.

To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
 - a. Diagnosis with written evaluation of current disability;
 - b. Date the student was diagnosed;
 - c. Tests used to reach diagnosis;
 - d. Credentials of the medical professional conducting evaluation; and
 - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
 1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
 2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.