



## DELAWARE TECHNICAL & COMMUNITY COLLEGE

### COURSE SYLLABUS

Campus:	Terry	
Department:	English/Reading/ESL/SPA	
Course Number and Title:	RDG 120 Critical Reading and Thinking	
Instructor Name:	Telephone:	E-Mail:
Pre-requisites:	RDG 051, PreTech Reading and ENG 051, PreTech Writing <u>OR</u> required scores on the College Placement Test	
Co-requisites:	None	
Course Hours and Credits:	3:0:3	
Course Description:	A college-level course designed to utilize text from various cultures to improve reading comprehension, vocabulary, and critical reading and thinking. Additional resources are available for skill enhancement.	
Text:	Smith, B. D. (2008). <i>Bridging the gap: College reading</i> (9 <sup>th</sup> ed). New York: Pearson Longman.	
Materials:	None	
Method of Instruction:	Classroom, Telecourse, Online	
Manuals:	None	
Disclaimer:	Students must be able to access a computer to word-process documents, to retrieve informational resources from the library and Internet, and to use computer-aided instruction software both during and after class.	

## **Core Course Performance Objectives**

The student will be able to:

1. Analyze and interpret technical, non-technical text, and fiction from culturally diverse sources utilizing critical reading and thinking strategies. (CCC 1, 2, 3, 4, 5, 8)
2. Utilize vocabulary contextual cues and comprehension skills needed for the discussion and written activities required in college-level courses. (CCC 1, 2, 3, 4)
3. Demonstrate an understanding of learning strategies needed to "study read" and communicate academic information. (CCC 1, 2, 3, 4)
4. Access, retrieve, and organize data from information sources needed for academic success and lifelong learning. (CCC 1, 2, 3, 4, 5, 6)

## **Measurable Performance Objectives**

1. Analyze and interpret technical, non-technical text, and fiction from culturally diverse sources utilizing critical reading and thinking strategies. (CCC 1, 2, 3, 4, 5)
  - 1.1 Develop skill in using context cues.
  - 1.2 Identify techniques for vocabulary development.
  - 1.3 Analyze, interpret, and evaluate ideas.
  - 1.4 Develop critical reading and thinking strategies.
  - 1.5 Monitor comprehension.
  - 1.6 Identify strategies for active reading.
2. Utilize vocabulary contextual cues and comprehension skills needed for the discussion and written activities required in college-level courses. (CCC 1, 2, 3, 4)
  - 2.1 Interact with information by predicting, questioning and evaluating assigned activities.
  - 2.2 Demonstrate the interpretive and analytical skills needed to evaluate technical and non-technical text from culturally diverse sources by answering both literal and critical comprehension questions.
  - 2.3 Write reactions to ideas presented in discussion questions of textual material.
3. Demonstrate an understanding of learning strategies needed to "study read" and communicate academic information. (CCC 1, 2, 3, 4)
  - 3.1 Recognize standard textbook format.
  - 3.2 Use textbook features to facilitate learning.
  - 3.3 Devise systematic approaches for textbook study.
  - 3.4 Develop recall and retention techniques.
  - 3.5 Develop reading strategies for graphics.
  - 3.6 Use notetaking to organize, synthesize and summarize information.
  - 3.7 Demonstrate the ability to integrate and apply the cognitive skills required to critically read technical content by completing and presenting a discipline-specific collaborative project.

- 3.8 Evaluate the collaborative group presentations using established criteria as a listener and a peer group presenter.
- 4. Access, retrieve and organize data from information sources needed for academic success and life-long learning. (CCC 1, 2, 3, 4, 5, 6)
  - 4.1 Identify systems used in libraries to organize information.
  - 4.2 Use the library's computerized online catalog.
  - 4.3 Evaluate scholarly and technical materials.
  - 4.4 Identify relevant reference works and use effective methods of retrieving information.
  - 4.5 Develop ability to make critical judgments in the selection and use of reference materials.
  - 4.6 Access information available in online databases.

**Evaluation Criteria:**

- 1. Each MPO must be completed with a 75% average.
- 2. Each MPO will represent the following percentages:
 

MPO 1 Research Strategies	Class/Test:	10%
MPO 2 Learning Strategies	Class: 25%	Test: 10%
MPO 3 Critical Reading	Class: 25%	Test 10%
MPO 4 Interpreting & Testing	Class: 10%	Test 10%
- 3. Students absent from class on the day an "In Class Assignment" is given may:
  - 1) Submit the assignment within one week and receive a grade no higher than 75%

OR

  - 2) Receive a grade of zero if the assignment is not submitted within one week.

Students absent for a scheduled test may:

  - 1) Take the test within one calendar week from the day of the test. A penalty of 10 points will be deducted from the test score. A written justification of the absence can be submitted with the test and will be reviewed by the instructor

OR

  - 2) Receive a grade of zero if the test is not made up within one week.

The following letter grades are assigned per DTCC Grading Policy:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

The Terry Campus policy regarding retests will be followed in RDG 120.

**Students are responsible for reading the campus Student Handbook for further information regarding grading policies, student policies, academic dishonesty policy, and student support services available.**