RDG 100
Critical Reading

Course Description
This course covers the application of basic reading skills to improve critical comprehension and higher order thinking skills. It also stresses effective methods of studying and learning in all college subjects. Practical laboratory along with individual and study group practice sessions are provided with an emphasis on comprehension, concentration, memory, test-taking, writing, and vocabulary. Rudiments of lecture note taking, critical thinking, and speed reading are presented. These credits do not apply towards graduation.

Prerequisite: RDG 032, RDG 012 or Asset minimum score 35 or Compass minimum score 61.

3.0 Cr (3 lecture/presentation hours per week, 0 lab, 0 other)

Course Focus
This course designed to improve students’ college-level reading skills. Students will learn to apply research-based reading strategies that are designed to engage learners in actively comprehending college-level texts.

Text and References

**RDG 100 CORE CURRICULUM COMPETENCIES**

This course develops communication skills through effective reading strategies, such as: enhancing and expanding vocabulary; comprehension and reading strategies.

This course develops critical thinking skills by: extracting implied meanings, analyzing authors’ purpose, tone, and style; and drawing conclusions and responding effectively to written materials.

Upon completion of the course students should be able to comprehend and analyze college level reading materials.
Course Goals
The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives. (*designates a CRUCIAL goal)

1. Understand the factors related to being an effective active learner including sensory learning styles, concentration strategies, and successful academic behaviors.
2. Use effective vocabulary strategies including context clues, structural analysis, and reference skills (dictionary, thesaurus, and glossary). *
3. Demonstrate use of effective strategies for active reading.
4. Discuss reasons for previewing.
5. Demonstrate recall and evaluating information strategies.
6. Distinguish between topics, stated main ideas, unstated main ideas, and details. *
7. Use strategies to find stated and unstated main ideas. *
8. Explain implied main idea.
9. Identify major supporting details and minor details. *
10. Formulate reading summaries which include and condense the main ideas and major details. *
11. Identify organizational patterns in textbooks and use the patterns to comprehend and summarize texts.
12. Use effective strategies for organizing textbook information including annotating, note taking, outlining, and mapping.
13. Demonstrate the importance and significance of inference in reading including reading between the lines, implied meanings, connotations of words, and figurative language. *
14. Use interactive reading strategies to draw conclusions based upon information that is both stated and implied within the text.
15. Recognize an author’s point of view. *
16. Identify the author’s purpose and tone. *
17. Analysis the author’s presentation of facts and opinions.
18. Separate fact from opinion.
19. Use the four steps of critical thinking to evaluate an author’s assertions, arguments, and point of view.
20. Identify the five kinds of graphic illustrations and use the graphic illustrations to improve comprehension of texts.
21. Illustrate the difference between casual and formal register reading selections. *
22. Discuss the reasons reading rate and speed affect comprehension.*
23. Adjust reading rate using skills such as skimming and scanning.
24. Use strategies for improving test taking skills. *
25. Recognize the different types of essay test questions including main idea, detail, inference, purpose, and vocabulary.

Student Contributions
Each student will spend at least 6 hours per week preparing for class. Attendance is critical in this class. (See TCL Attendance Policy in the Student Handbook)

Students should complete assigned readings and other homework prior to class time and be prepared to participate in discussions at the direction of the instructor.
Out-of-class assignments are due on the specified due date at the start of class.

Students must abide by those policies and procedures set forth by the Technical College of the Lowcountry to govern student behavior and performance in the classroom setting.

Course Evaluation
Your final grade for the course will be determined by the average of all exam/test/quiz scores and completion of all required assignments. See CLASS INFORMATION Section for specific details about scoring procedures and due dates.

TCL's grading scale is:

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- Below 60 = F

Course Schedule
The class meets for 3 lecture/presentation hours per week.

ADA STATEMENT
The Technical College of the Lowcountry provides access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation, contact the counselor for students with disabilities at (843) 525-8228 during the first ten business days of the academic term.

ACADEMIC MISCONDUCT
There is no tolerance at TCL for academic dishonesty and misconduct. The College expects all students to conduct themselves with dignity and to maintain high standards of responsible citizenship.

It is the student’s responsibility to address any questions regarding what might constitute academic misconduct to the course instructor for further clarification.

The College adheres to the Student Code for the South Carolina Technical College System. Copies of the Student Code and Grievance Procedure are provided in the TCL Student Handbook, the Division Office, and the Learning Resources Center.

ATTENDANCE
The College’s statement of policy indicates that students must attend ninety percent of total class hours or they will be in violation of the attendance policy.

- Students not physically attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.
- Students taking an online/internet class must sign in and communicate with the instructor within the first ten calendar days from the start of the semester to indicate attendance in the class. Students not attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.
- Reinstatement requires the signature of the division dean.

- In the event it becomes necessary for a student to withdraw from the course **OR if a student stops attending class**, **it is the student’s responsibility to initiate and complete the necessary paperwork.** Withdrawing from class may have consequences associated with financial aid and time to completion.

- When a student exceeds the allowed absences, the student is in violation of the attendance policy. The instructor MUST withdrawal the student with a grade of “W”, “WP”, or “WF” depending on the date the student exceeded the allowed absences and the student’s progress up to the last date of attendance **OR**

- Under extenuating circumstances and at the discretion of the faculty member teaching the class, allow the student to continue in the class and make-up the work. This exception must be documented at the time the allowed absences are exceeded.

- Absences are counted from the first day of class. There are no "excused" absences. All absences are counted, regardless of the reason for the absence.
  - A student must take the final exam or be excused from the final exam in order to earn a non-withdrawal grade.
  - A copy of TCL’s **STATEMENT OF POLICY NUMBER: 3-1-307 CLASS ATTENDANCE (WITHDRAWAL) is on file in the Division Office and in the Learning Resources Center.**

**HAZARDOUS WEATHER**

In case weather conditions are so severe that operation of the College may clearly pose a hardship on students and staff traveling to the College, notification of closing will be made through the following radio and television stations: WYKZ 98.7, WGCO 98.3, WGOZ 103.1, WFXH 106.1, WWVY 106.9, WLOW 107.9, WGZR 104.9, WFXH 1130 AM, WLLVH 101.1, WSOK 1230 AM, WAEV 97.3, WTOC TV, WTGS TV, WJWJ TV, and WSAV TV. Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System. [www.tcl.edu/textalert.asp](http://www.tcl.edu/textalert.asp)

**EMERGENCY TEXT MESSAGE ALERT**

Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System. Participants receive immediate notification of emergency events and weather cancelations via text messaging on their cell phones. Participants can also opt in to receive non-emergency news and announcements. Go to [www.tcl.edu](http://www.tcl.edu). On the homepage, click on “emergency TextAlert at TCL” and fill out the form or go to [www.tcl.edu/textalert.asp](http://www.tcl.edu/textalert.asp)

**GRADING METHODOLOGY**

The final grade must be 70 or more in order to pass the course and progress in the program. Students absent from an examination or presentation will receive a “0” grade for the examination unless other arrangements are made with the individual instructor prior to the examination or presentation day or on the examination or presentation day before the test/presentation is scheduled to be given.

The student is responsible for notifying the instructor for the reason of the absence. It is also the responsibility of the student to contact the appropriate instructor to arrange to make up the examination. Arrangements may be completed by telephone.

If the instructor is not available, a message should be left on the instructor’s voice mail **AND** with another member of the faculty or administrative assistant. The make-up exam will be scheduled and the instructor will decide the method of examination. Messages sent by other students are unacceptable.
Revised: 9/27/2012

Reviewed/Approved by Dean of Arts & Sciences 9/28/2012