COURSE INFORMATION

Course Prefix/Number: RDG 100
Course Title: Critical Reading
Lecture Hours/Week: 3.0
Lab Hours/Week: 0.0
Credit Hours/Semester: 3.0

VA Statement/Distance Learning Attendance
Textbook Information
Student Code and Grievance Policy
Attendance Statement (3-30-4000.1)

COURSE DESCRIPTION

This course covers the application of basic reading skills to improve critical comprehension and higher order thinking skills. Non-degree credit.

COURSE COMPETENCIES

Note: Reading courses at York Technical College include many of the same competencies addressed with increasing levels of complexity for each course.

Module 1: The Basics of Effective Reading and Studying
- Develop study strategies for organizing and categorizing readings from academic disciplines.
- Apply Bloom’s Taxonomy hierarchical critical thinking skills to a variety of texts.
- Develop appropriate reading techniques to read critically.
- Develop strategies for metacognition.
- Develop strategies to adjust and apply reading skills to a variety of genres and texts.
- Improve vocabulary through structural and contextual analysis of words.
- Evaluate skimming and scanning techniques for reading research materials.

Module 2: Identifying What Is Important
- Continue to develop study strategies for organizing and categorizing readings from academic disciplines.
- Continue to apply Bloom’s Taxonomy hierarchical critical thinking skills to a variety of texts.
- Continue to develop appropriate reading techniques to read critically.
- Continue to develop strategies for metacognition.
- Continue to develop strategies to adjust and apply reading skills to a variety of genres and texts.
- Continue to evaluate skimming and scanning techniques for reading research materials.
- Identify organizational patterns to focus the reading.
• Distinguish among the use of transitions within organizational patterns.
• Identify thesis, main ideas, and supporting details in written material.
• Recognize common patterns of organization in textbook passages.

Module 3: Reading for a Deeper Meaning
• Continue to develop study strategies for organizing and categorizing readings from academic disciplines.
• Continue to apply Bloom’s Taxonomy hierarchical critical thinking skills to a variety of texts.
• Continue to develop appropriate reading techniques to read critically.
• Continue to develop strategies for metacognition.
• Continue to develop strategies to adjust and apply reading skills to a variety of genres and texts.
• Continue to evaluate skimming and scanning techniques for reading research materials.
• Interpret quantitative data in the form of charts, graphs, and tables.
• Identify reading strategies to analyze, synthesize, and evaluate written material.
• Determine author’s purpose, tone, and bias.
• Recognize strategies for argument in written material.
• Evaluate the quality of data and evidence in reading passages.
• Distinguish between denotative and connotative language.
• Apply appropriate reading strategies for improved comprehension and synthesis.
• Interpret and critically evaluate college reading materials.

METHODS OF INSTRUCTION

Principles will be introduced by the instructors through lecture, presentation, technology and computer-based training. Additional methods designed for remediation or enrichment will be individually tailored as needed.

MINIMAL STANDARDS

Given written evaluations, the student must earn a minimum average grade of C (70%) to take Reading 101 or to satisfy the reading block on other courses.

COURSE REQUIREMENTS

Withdrawal from Class
A student may withdraw from the class after the add/drop period until midterm and receive a grade of "W." After midterm, the student must contact the instructor to have a withdrawal completed. A grade of “W” or “WF” at time of withdrawal will be determined by the situation or reason for withdrawal.

Make-Up Policy
The work must be completed in a designated time and manner as approved or directed by the instructor. Late or make-up work may not be accepted or may be penalized.

Academic Integrity
The policies stated in the York Technical College Handbook will be enforced. Any student violating these policies will be subject to academic discipline.
EVALUATION STRATEGIES/GRADING

The student's final grade shall reflect the tests and assignments for the course. Tests will make up 70% of the final grade. Other course assignments, such as homework, quizzes, essays, or projects, will make up 30% of the final grade. There will be a total of 4 major tests, including the exam.

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>80 - 89</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
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<tr>
<td>D</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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ENTRY LEVEL SKILLS

Appropriate placement test score

PREREQUISITE

Minimum grade of “C” in RDG 031 or equivalent

CO-REQUISITES

None

DISABILITIES STATEMENT

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Special Resources Office (SRO) at 803-327-8007 in the 300 area of Student Services. The SRO coordinates reasonable accommodations for students with documented disabilities.