Moberly Area Community College
Common Syllabus

LAL031 Fundamentals of Critical Reading

Current Term

Instructor: 
Office number: 
Office hours: 
Contact information: 
Classroom number: 
Class days and time: 

Catalog Description: LAL031: Fundamentals of Critical Reading (3-0-3)
Fundamentals of Critical Reading is designed to provide students with basic reading and study skills necessary for critical reading and comprehension. (FA, SP, SU)

Prerequisite/Co-requisite: None

Text(s): Title: Engage College Reading Package
Author: Dole
Edition: 1st Edition
Publisher: Cengage
ISBN: 978-1-1335-4734-1

Other Required Materials: Paper, pen/pencil, dictionary access, flash ("jump") drive.

Purpose of Course: LAL031 is a reading-intensive course whose purpose is to teach students to successfully navigate college textbooks. To that end, strategies and methods of successful readers will be applied to a significant number of college-textbook readings throughout the course. It is also the purpose of all developmental classes to help each student become successful through the development of a variety of college study skills.

Course Objectives: Upon successful completion of this course, students will be able to:

- Demonstrate reading comprehension
- Demonstrate ability to analyze, synthesize, and evaluate written material
- Demonstrate critical thinking skills
- Demonstrate expanded, college-level vocabulary
- Demonstrate familiarity with various literary genres
- Demonstrate competence in reading, writing, and thinking at a college level
- Demonstrate note taking and paraphrasing skills

Course Content:
- Developing and reinforcing basic reading strategies at the college level
• Learning and building vocabulary through context clues and analyzing words
• Recognizing topics, main ideas, and supporting details
• Recognizing patterns of organization
• Drawing inferences and conclusions from texts
• Evaluating the author’s purpose and tone
• Evaluating points of view

Assessment of Student Learning: Student outcomes of the above objectives that will constitute 80% of the student’s final grade may be measured through, but not limited to, the following: writing assignments, objective and essay examinations, quizzes, oral presentations, class participation, small group work, journal writings, homework, in-class writings, and computerized grammar exercises.

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Tests</td>
<td>15%</td>
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<tr>
<td>Homework/In-class assignments/Group Work</td>
<td>60%</td>
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<tr>
<td>Final exam</td>
<td>10%</td>
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Instructors who use a point system must then include the point equivalency to letter grades. For example:

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
<td>150</td>
</tr>
</tbody>
</table>

Grading Scale:
- 100%-90% = A
- 89%-80% = B
- 79%-70% = C
- 69%-60% = D
- 59% or below = F

Grades will be calculated on total points and 70% mastery will be necessary for satisfactory completion of the course. A grade less than 70% will result in the student being required to repeat the course.

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments:
• College-level textbook reading and comprehension questions
• In-class discussions over readings
• In-class writing: In-class writing will prepare you for future courses containing essay exams and other spontaneous writing.
• Quizzes: Quizzes will relate to the assignments, class discussions, exercises, and readings in the textbook.
• Exams: In addition to a required final examination, the course may also include chapter, unit, and midterm exams.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

• Higher Order Thinking: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
• Communication: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

College / Instructor Policies:

Academic Dishonesty: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the
student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

**16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
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<tr>
<th>Type</th>
<th>Description</th>
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<tr>
<td>In Seat Course</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
</tr>
<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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Online Course

Active participation in an online course includes the following:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy

**Extra-credit work:** Per instructor’s policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or Cheryl.Lybarger@macc.edu.