

**Course Syllabus: Developing College Reading Skills (ACFN 095)**  
**Blue Ridge Community & Technical College**

**Course:** ACFN 095

**CRN#:**

**Location/Room:**

**Instructor:** Ms. C. Stewart

**Office Phone:** 304-260-4395

**Email:** Cstewart@blueridgectc.edu

**Office hours:**

**Textbook:** Night by Elie Wiesel  
ACFN 095 Activity Packet

**Course Description:**

College courses require that students are able to read and comprehend college-level textbooks and other types of college reading material. This reading course provides the opportunity to learn and adopt reading skills that will promote success in college. It emphasizes reading rate, vocabulary development, effective comprehension of main ideas and supporting details, paragraph organization, and textbook reading. It also covers effective reading habits and application of skills in content area reading material.

**Course Goal:**

The goal of this course is the development of effective college-level reading skills which will enable the student to be successful in reaching academic and career goals.

**Course Objectives:**

- A. The student will expand **vocabulary skills** by learning common prefixes, suffixes, and root words.
  
- B. The student will develop reading **comprehension skills** in the following areas:
  - Finding the topic
  - Finding the stated main idea
  - Finding the implied main idea
  - Finding the supporting details
  - Recognizing structural patterns

- Grasping the major and minor details
- Determining the tone and purpose
- Recognizing structural patterns
- Drawing conclusions
- Making inferences

### Attendance Policy:

Students are expected to attend **ALL** classes. The instructor should be notified if you are unable to attend class due to illness, severe weather conditions, or an emergency. In the absence of student/instructor communication, all nonattendance is assumed to be unexcused. **Any student who accumulates two consecutive weeks of unexcused absence, in any state mandated course, will, without notification, be administratively withdrawn from the subject course.** Should such an event transpire, it may have financial aid, insurance, and college enrollment repercussions. **This institutional policy should be taken very seriously.** In the case of absence due to emergency, or participation in official college functions, it is the student's responsibility to confer with the instructor about the absence and missed course work. Excused absence is defined in the *Shepherd College Student Handbook*. In addition to the narrowly defined circumstances found in the handbook, students may discuss their individual circumstances with their instructor. In this case, the instructor's decision regarding the excused/unexcused nature of the absence will be final. Students who are late for any class must sign the Tardy Sheet on the instructor's desk; otherwise the student will be considered absent from that class.

### Assessment Techniques:

Techniques which will be used to assess your progress include: Nelson Denny Diagnostic Pre and Post tests to determine improvement in your reading grade level, vocabulary test and quizzes, comprehension test and quizzes on specified skills, and completion of assignments in activity packet.

- 100 Vocabulary Test
- 100 Midterm (Comprehension Test)
- 50 Night essays
- 50 Night test
- 100 Synopsis of articles
- 100 Post Test

Students will lose 25% of the grade for assignments turned in after the due date!! All instances of academic dishonesty will result in student failure of the subject assessment and/or failure of the course, at the discretion of the instructor. Course Incompletes are rarely given for final grades, and are reserved for students with a passing average who, for reasons beyond their control, have a prolonged period of excused absence.

### Grading Scale:

- A - 90 - 100%
- B - 80 - 89%
- C - 70 - 79%

**Please note that Academic Foundation courses are not accredited courses. You do not get credit for taking them, nor does the grade count in your GPA.** A grade of “C” or above is required to pass this course. Anything below 70% is unsatisfactory, and you will be required to repeat the course.

**Social Justice Commitment:**

In a commitment to social justice, I expect to maintain a positive learning environment based on open communication and mutual respect. This includes efforts to eliminate and prevent discriminatory conditions, whether purposeful or inadvertent that operate to the detriment of any persons on the basis of race, color, religion, sex, age, marital status, disability, veteran status, or national origin. Any suggestions as to how to further such an environment will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Anna Mary Walsh in the Resource Room.