Course Prefix/Number/Title:
ASC 082 Effective Reading

Number of credits:
3

Course Description:
This course provides strategies to increase reading efficiency, build vocabulary, and improve basic writing and study skills.

Pre-/Co-requisites:
none

Course Objectives:
Upon completing this class, students will be able to
Read and learn from college textbooks

Instructor:
Gary Albrightson

Office:
Thatcher Addition 2207

Office Hours:
1:00 pm Monday, Tuesday, Wednesday, and Friday

Phone:
701 228 5602

Email:
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Lecture/Lab Schedule:
On campus and IVN with an online moodle shell
Textbook(s):

Essential Reading Skills 4ed Kathleen T. McWhorter

A Long Walk to Water Linda Sue Park

Course Requirements:

Complete all assigned readings

Complete practice tests and mastery tests to at least 70% accuracy

Complete in-class writing tasks

Apply skills learned to using textbooks assigned for other classes

Tentative Course Outline:

How to read actively

How to read and learn from college textbooks

How to build vocabulary

How to use word parts to build vocabulary

How to locate main ideas

How to identify support and transitions

How to identify and understand implied main ideas

How to recognize basic organizational patterns

How to read and think critically

General Education Goals/Objectives:

Read at a level that allows students to participate in collegiate studies and chosen careers

Sub-competencies:
• Anticipate and understand the structure and organization of written work.
• Recognize an author’s purpose and forms of support.
• Evaluate the effectiveness and validity of an author’s style, organization, support, evidence, and presentation
Relationship to Campus Theme:

Explore the DCB campus theme—nature, technology, and beyond—by reading selections in textbooks from academic disciplines that study the three areas of the campus theme.

Classroom Policies:

Late work does not earn credit and cannot be made up.

Academic Integrity:

The discussion below comes from the Council of Writing Program Administrators at http://www.wpacouncil.org/node/9.

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and

2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Disabilities and Special Needs:

Any student with disabilities or special needs should inform the instructor, who will make accommodations so students can meet their educational goals.