GST 1000 - Reading and Study Skill Improvement
Spring, 2008

Instructor: Mrs. Janet Carpenter
Course Location: Buzzard Building 1302
Meeting Days: M, T, W, R
Credit: 2-2-2 Does not count toward graduation, but does toward GPA
Office: 1328 Buzzard Building, Reading Center
Office Hours: _________________________________
Phone: Office - (217)581-7899; Home - (217)348-0667
Email: jlecarpenter@eiu.edu

Text and Resources: Study and Critical Thinking Skills in College, Sixth edition
By Kathleen T. McWhorter

Townsend Press – Ten Steps to Advanced Reading

Required Supplies:
1. One three-ring binder for 11x 8 1/2 college-ruled paper
2. Ruled notebook paper to fit the above
3. One set of notebook divider sheets
4. One book of your choice; novel, biography, autobiography, etc. (non-instructional bk.)

Course Objectives:
The student will:
--Demonstrate growth in reading as measured by the Nelson-Denny Reading Test.
--Demonstrate improvement in reading efficiency
--Improve ability to comprehend college-level reading materials
--Develop vocabulary skills necessary for success in college and the workplace
--Develop efficient note-taking skills from lectures, texts, and other reading materials
--Develop time management strategies necessary for success in college
--Develop memory-training techniques
--Develop test-taking strategies
--Improve listening skills

Catalog Description:
Learning principles as they apply to the development of efficient study skills: emphasis on reading instruction designed to improve comprehension and rate.
Course Rationale:
“Reading…The act of reading is essentially a process of thinking. It has the scan and the scope beyond the camera. It is the cosmic screen of your own mind. It is a concentratively individual act, and individual involvement. The reader makes the printed communication happen…releasing the magic that causes words on the page to leap into living thoughts, ideas, emotions.” --Ira Epstein & Ernest Nieratka

Course Requirements:
1. Since the structure of the course is skill oriented and not content oriented, two important requirements for the course are class attendance and active participation.
2. The student is expected to complete course assignments and to apply the various reading and study strategies to other course assignments.
3. The student is required to have at least one conference with the instructor during the semester.

Evaluation:
1. The student will be expected to show reasonable progress in each of the following areas:
   a. Knowledge of effective study strategies
   b. Ability to apply effectively, reading and study strategies
   c. Improvement in both vocabulary and reading efficiency
2. Students will receive a letter grade (A through F) based upon the following:
   a. Attendance and class participation
   b. Class assignments and tests
3. The following grading standard will be used on most assignments:
   a. 4 pts – outstanding work on all points of criteria
   b. 3 pts – average work on all points of criteria
   c. 2 pts – work shows marked deficit on all points of criteria
   d. 1 pt -- inadequate work on all points of criteria
   e. 0 pt  -- work not submitted or does not meet intent of assignment
4. Points will be averaged together for all assignments, tests, and other requirements and graded as follows:
   a. 100% - 90% A
   b. 89% - 80% B
   c. 79% - 70% C
   d. 69% - 60% D
   e. 59% -below F

Attendance Policy: You will be allowed 4 absences before points begin to be deducted; thereafter, your points will be lowered by 4 points per absence. Consistent late arrivals are not acceptable; 2 points will be deducted for unexcused lateness. Students with extended absences due to illness or other unforeseen circumstances must speak with the professor and provide verification.

**Students with a Disability:** If you have a disability or think you may have a disability under ADA, please contact Kathy Waggoner in the Office of Disability Services at 581-6583. Also, please advise me of such a disability and special provisions made by the Office of Disability Services. Thank-you.
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Tentative Schedule

<table>
<thead>
<tr>
<th>Week 1 (January 7-10)</th>
<th>Assignments: possible points</th>
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<tbody>
<tr>
<td>M/T Introduction to class</td>
<td>Begin Notebook</td>
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<tr>
<td>Goal-Setting, Self-Evaluation</td>
<td>Evaluate your Skills (4)</td>
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<tr>
<td>Statement of Goals (4)</td>
<td>Pre-testing: Nelson-Denny</td>
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<tr>
<td>W/R Text – Chapter 5</td>
<td>Take-home Quiz/Chapter 5 (5)</td>
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<tr>
<th>Week 2 (January 14-17)</th>
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<tbody>
<tr>
<td>M Group Work – Goal Setting</td>
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<tr>
<td>T Introduce Topics</td>
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<tr>
<td>W Time Management</td>
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<tr>
<td>R Reading/Responding to your Reading</td>
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<tr>
<th>Week 3 (January 21-24)</th>
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<tbody>
<tr>
<td>M MLK’s Birthday – No Class</td>
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<tr>
<td>T Reading Skills / Main Idea</td>
</tr>
<tr>
<td>W Time Management</td>
</tr>
<tr>
<td>S Semester Schedule (4)</td>
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<tr>
<td>R Reading</td>
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<tr>
<th>Week 4 (January 28-31)</th>
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<tbody>
<tr>
<td>M/W Text-Reading Strategies / SQ3R/SQ5R</td>
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<tr>
<td>--Organizing and Analyzing Rdg.</td>
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<tr>
<td>T/R Reading Skills/Supporting Details</td>
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<tr>
<td>--Determining Main Idea</td>
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<tr>
<th>Week 5 (Feb/ 4-7)</th>
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<tbody>
<tr>
<td>M/W Note-Taking Strategies</td>
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<tr>
<td>--Cornell Method of note-taking-video</td>
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<tr>
<td>--Questioning Strategies (higher-order)</td>
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<tr>
<td>T/R Reading Skills</td>
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<tr>
<td>--Determining Main Idea</td>
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</tbody>
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Week 6 (Feb. 11-14)
W/R Organizing Textbook Info
  --Synthesizing your reading
  --Graphic Organizers
  Concept cards
  Semantic maps/webs
  H-Map
  Contrast/Comparison charts
  Charts/Graphs
---Text -- Chapter 16
---Alcoholism Notes- restructured using
---3 graphic aids (12 @ 4 pts. Ea.)
M/T Reading Skills
  --Formulating Implied Main Ideas
  Reading Selection (4)
  Reading Summary (4)

Week 7 (Feb. 18-21)
M/W Test-Taking Strategies/
  Memory Strategies
  Text -- Chapters 18, 19
  Take-home Quizzes (10)/
  Due Feb. 26
T/R Reading Skills
  Reading Selection (4)
  Reading Summary (4)

Week 8 (Feb. 25-28)
M Test-taking Strategies/Relieving
  Test-anxiety / Review for midterm
  Review Quizzes 18/19
W Midterm Exam
T/R Reading Skills
  Reading Selection (4)
  Reading Summary (4)

Week 9 (March 3-6)
M/W Greek/Latin Word Parts
  Vocabulary Packet (4)
  Latin Root Packet (8)
T/R Reading/Voc. Skills
  Reading/Voc. Selection (4)
  Reading Summary (4)

Week 10 (March 10-14)
  Spring Break
Week 11 (March 17-20)
M/W Speed Reading Drills
T/R Reading/Voc. Skills
Speed Packets 1 & 2 (4 pts. ea)
Reading/Voc. Selection (4)
Reading Summary (4)

Week 12 (March 24-27)
M/W Inference Drills
T/R Reading/Voc. Skills
Critical Inference Test-
Tests B & C (In-class)
Test A – Group work (8)
Reading/Voc. Selection (4)
Reading Summary (4)

Week 13 (March 31-April 3)
M/W Analyzing Fiction
T Reading of Short Story
R Last day for Pleasure Reading
Masterworks Short Stories
Reading Summary (4)

Week 14 (April 7 - 10)
M-W Group Presentation of Story Elements
R Nelson-Denny Post-test
Group Analysis of Fiction (8)

Week 15 (April 14-17)
Book Presentations
Final Project Presentations

Week 16 (April 21-24)
Book Presentations
Final Project Presentations

Week 17 (April 28 –May 2)
Finals Week