CENTRAL TEXAS COLLEGE  
SYLLABUS FOR DSRE 0301  
DEVELOPMENTAL READING II

INSTRUCTOR: ________________________
OFFICE HOURS: ______________________

I. INTRODUCTION

As a college student, you will be required to read extensively as well as analyze, synthesize, and apply information that you have read. Developmental Reading II (DSRE 0301) is designed to aid students in developing and reinforcing the skills needed for reading college-level materials. Emphasis will be on vocabulary development, literal and critical comprehension skills, and fluency. Successful completion of DSRE 0301 should provide a student with an adequate background to successfully pass the reading section of the TSI Assessment.

II. LEARNING OUTCOMES

Upon successful completion of this course, Developmental Reading II, the student will be able to do the following:

A. Develop, select, and use various strategies to include the dictionary, structural analysis, and context clues for building and expanding vocabulary.
   • Use word acquisition skills to build and increase word power. [Ap]
   • Identify, recognize, and apply common prefixes, suffixes, and roots. [K] [C] [Ap]
   • Recognize meaning of unfamiliar words through word structure, specifically through the use of roots (basic word parts) and affixes (prefixes and suffixes). [K] [C] [Ap]
   • Select and demonstrate the use of reference materials (e.g. dictionary, thesaurus, subject area dictionary to obtain necessary information for understanding meaning and for selecting synonyms and antonyms appropriately). [Ap]
   • Create and use a system to learn and to remember new words. [S] [Ap]

B. Recognize, locate, demonstrate, and distinguish basic reading comprehension skills to include topic, main idea, supporting details, transitions, and authors’ patterns of organization with reading selections of varied subjects, difficulty, and lengths.
   • Identify and locate the topic of a paragraph/selection. [K] [C]
   • Label, select, and construct the main idea of a paragraph/selection. [K] [S] [Ap] [A]
   • Distinguish main idea from supporting details. [A]
   • Relate details to main idea. [Ap]
   • Differentiate between major and minor details. [A]
   • Identify transitional/directional words that signal the presence of a specific pattern. [K]
• Recognize, classify, analyze, and evaluate the structure and organization of paragraphs/reading selections. [K] [C] [Ap] [A] [S] [E]
• Show through written and oral discussion an increased level of reading comprehension. [Ap]
• Demonstrate an increased level of reading comprehension by answering literal questions over reading selections of varied subjects, difficulty, and lengths. [Ap]

C. Identify, analyze, organize, and differentiate critical reading and thinking skills to include author’s purpose, audience, author’s point of view, tone, intended meaning, fact and opinion, inferences, and conclusions with reading selection of varied subjects, difficulty, and lengths.
   • Identify the purpose of a reading selection. [K]
   • Locate intended audience for a reading selection. [K]
   • Determine author’s tone and intended meaning of a reading selection. [K]
   • Differentiate between facts and opinions. [A]
   • Assess if statements of facts are verifiable. [E]
   • Identify statements that express an opinion. [K]
   • List and show what inferences can be made about subject read. [K] [Ap]
   • Distinguish between logical and illogical inferences. [A]
   • Draw conclusions and predict outcomes from reading passages of various subjects. [Ap] [A] [E]
   • Show through written and oral discussion an increased level of reading comprehension. [Ap]
   • Demonstrate an increased level of reading comprehension by answering interpretive questions over reading selections of varied subjects, difficulty, and lengths. [Ap]

D. Develop and apply higher order critical thinking skills to include analysis, synthesis, and application to any reading selection assigned or chosen.
   • Assess problems and issues. [E]
   • Locate author’s bias. [K]
   • Identify propaganda techniques/devices. [K] [Ap]
   • Evaluate arguments.[K][Ap] [A] [S][E]
   • Differentiate between logical and invalid arguments. [K][Ap] [A] [S][E]
   • Evaluate source and authority. [K][Ap] [A] [S][E]

E. Examine, review, create, select, and utilize a system for recalling, remembering, and retaining materials of varied length, difficulty, and subject matter (e.g. science, social science, literature, current events, history, etc.) for a variety of purposes.
   • Develop and use a system of textbook marking.[Ap][A][S][E]
   • Adapt and apply study skills strategies effectively and consistently for the purpose of improving concentration, comprehension, and retention (recall) with college-level textbooks.[Ap][A][S][E]
   • Develop, adapt, and use various techniques and systems such as special features of a textbook to increase understanding to increase recall and retention. [Ap][A][S][E]
   • Activate and apply personal background knowledge to reading assignments.[Ap]
   • Read, interpret, analyze, and evaluate graphic representations (i.e. graphs, tables, maps, charts, timelines, flowcharts, photographs, and diagrams) to obtain specific information.[K][Ap] [A] [S][E]
• Develop post-reading strategies such as paraphrasing and summarizing. [Ap][S]
• Synthesize information from a reading passage by summarization. [Ap] [S]
• Select and demonstrate flexibility of reading rate and techniques (e.g. slow, surveying, skimming, and scanning) according to the purpose and type of reading material assigned or chosen. [K][Ap] [A] [S][E]
• Apply strategies for reading objective and subjective tests and final exams. [K][Ap] [A] [S] [E]

F. Use computer and interactive tutorial programs to reinforce and supplement the learning process.
• Register for the computer lab program using the Access Card. [Ap]
• Identify, memorize, and review concepts from class using lab programs. [K][C]
• Apply and relate understanding gained during lab program practice to one’s own reading. [Ap]

III. INSTRUCTIONAL MATERIALS/RESOURCES

To assist in this course, a variety of materials both in and out of the classroom will be required and used.

A. The instructional materials identified for this course are viewable through: www.ctcd.edu/books

B. Other Materials/Resources
1. Paperback book for summative book project
2. Dictionary
3. Journal Folder/3 Ring Notebook/Dividers (Depends on instructor)
4. Index Cards (Depends on instructor)
5. Ear Phones for Lab

IV. COURSE REQUIREMENTS

To have a successful semester, a student needs to be aware of what a teacher expects and requires. The requirements for my class are as follows:

A. Prompt and regular attendance is required in the classroom. Students entering the classroom after class begins or leaving before class ends disrupt the educational process. For this reason, instructors may choose to lower a student's grade for an excessive number of tardies or leaving early. A student may be dropped from class for excessive absences. Further information regarding the attendance policy is available in the current college catalog. In addition, there are no excused or unexcused absences.

B. Completion of a minimum of 16 hours in the computer lab and completion of all assignments are required to be eligible to take the final examination and to achieve a passing grade in this course.

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Each portion of the 16 hours of laboratory time indicated must be completed by the dates prescribed below:

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<tr>
<th>Required Date of Completion</th>
<th>Total Hours to be Complete</th>
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<tr>
<td>*</td>
<td>12</td>
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<tr>
<td></td>
<td>16</td>
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</tbody>
</table>

Each hour and each portion of an hour not completed by the prescribed deadlines will be counted as absences. Any deficiency in time must be made up by the next prescribed deadline so as to not count as subsequent absences. Absences do not decrease the 16 hour requirement of laboratory hours to be completed.

C. **Cellular phones and pagers are to be turned off and put away during class.**

D. Attendance is mandatory. There are no excused or unexcused absences. A student may be dropped from class for excessive absences. Students should not have more than four absences in a sixteen week course or more than three absences in a ten week course.

E. Text assignments will be given both inside and outside of class.

F. Both individual and group activities are done in class.

G. Each student is responsible for recording all assignments, including comprehension and vocabulary scores and reading rate. These records will be kept in a folder, which the instructor will periodically review.

H. All written assignments must be turned in on time to receive credit.

I. A journal will be kept throughout the class.

J. A student must be present for all examinations and quizzes.

V. **EXAMINATIONS AND ASSIGNMENTS**

To assist in determining a student's progress in this class, a number of assignments, quizzes, and tests will be administered throughout the semester. The types of assignments, quizzes, and tests that you will have this semester and the policies concerning these examinations and assignments are as follows:

A. At the beginning of the course, several diagnostic tests may be administered to determine the student's starting level.

B. Other teacher and textbook examinations will be given throughout the course.
1. Review quizzes and chapter tests accompany each chapter of the textbook, *Breaking Through College Reading* and will be given throughout the semester at the discretion of the instructor.

2. Vocabulary tests are given weekly over lessons from assigned vocabulary textbook, *Academic Vocabulary*.

C. Comprehensive Final Exam. Failure to take the final examination results in a letter grade of "X(N)" for the course. (The grade of "I" will not be given when missing the final.) Students may not retake the final exam.

D. A student must be present for all examinations. No make-up examination will be given during class time. Students who know they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor before or after class about individual make-up work.

E. If the student is absent from class, it is his or her responsibility to contact his or her classmate/instructor to determine missed instruction. Each student must make appropriate arrangements to acquire assignments, announcements, lecture notes, and other pertinent information missed.

VI. SEMESTER GRADE COMPUTATIONS

To receive a passing grade for this course, a student must do the following:

A. Complete 16 hours in reading at the computer lab. These 16 hours must be completed by the deadlines listed. If the student does not meet the required hours on the specified deadlines, 5 points will be taken off the students’ overall average at the end of the semester for each missed deadline. If the 16 hours are not completed by the required deadline, the student will receive a grade of XN for the class.

B. Earn a final grade average of 70%. The student's final grade will be computed as follows:
   1. Daily work will count 40% of student's grade, to include computer assignments, daily work, vocabulary quizzes, chapter quizzes, textbook application evaluation, and a summative book project.
   2. Mid-Term will count 10% of student’s grade.
   3. Vocabulary Final will count 10% of student's grade.
   4. Final Exam will count 40% of student's grade.

C. Not miss more than four days in a sixteen week course or more than three days in a summer course (excused or not excused). Please remember that the attendance will be included within the daily grade.

Final grades will follow the grade designation for developmental courses as below:

"A"- Weighted average of 90%
"B"- Weighted average of 80%
"C"- Weighted average of 70%
"N"- Needs to raise performance to an acceptable level

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"XN"- Performance unacceptable due to poor attendance or no final examination
"W"- Withdrawal from course (initiated by student)

End of semester grades:

The CTC WebAdvisor (Online) System allows students to obtain their grades online. Instructions for using the WebAdvisor (Online) Registration and Grades by computer are listed in the schedule bulletin.

**Grades will not be posted.**

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Withdrawal from Course: It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or Application for Refund. The withdrawal form must be signed by the student.

An Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16 week fall and spring semesters. The deadline for sessions of other lengths is as follows:

<table>
<thead>
<tr>
<th>Session Length</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>12 week session</td>
<td>Friday of the 9th week</td>
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<tr>
<td>10 week session</td>
<td>Friday of the 7th week</td>
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<tr>
<td>8 week session</td>
<td>Friday of the 6th week</td>
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<tr>
<td>6 week session</td>
<td>Friday of the 4th week</td>
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<tr>
<td>5 week session</td>
<td>Friday of the 3rd week</td>
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</table>

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W" provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "XN" for non-attendance.

Before withdrawing from any developmental course, the student should seek the advice of Guidance and Counseling so that the student does not initiate an action that would inadvertently have negative repercussions on his/her enrollment or Financial Aid.

B. Administrative Withdrawal from Course: An administrative withdrawal may be
initiated when the student fails to meet college attendance requirements by accumulating more than four (4) absences for a sixteen week course and three (3) absences for a ten week course. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. Cellular Phones and Pagers: Cellular phones and pagers must be turned off while the student is in the classroom or laboratory.

D. American With Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

E. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

F. Office Hours: Full-time instructors post their office hours outside their office doors. Part-time instructors may be available by appointment. Please feel free to see your instructor should you find yourself having difficulty with this course.

VIII. COURSE OUTLINE

UNIT ONE: STUDENT SUCCESS, READING AS PROCESS, VOCABULARY, TOPIC, MAIN IN IDEA, SUPPORTING DETAILS, ORGANIZATIONAL PATTERNS, and CONTENT SPECIFIC VOCABULARY

1. Learning Objectives Readers will learn:
   To adopt the behaviors of successful students
   To use a system for expanding vocabulary
   To use strategies for unlocking the meaning of words
   To use the three stages of good reading
   To define and identify topic, main idea, and major and minor supporting details
   To identify seven common organizational patterns and transitions
   To access and utilize the support of the MyReadingLab instructional platform
   To expand content specific vocabulary across the disciplines in context

2. Learning Activities
   A. Read and complete as assigned Chapters 1 through 5 of Breaking Through College Reading pages 1 -- 262

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B. Read and complete as assigned Chapters 1 through 15 of *Academic Vocabulary* page 1 -- 97

Each chapter of the textbook includes the following sections. The instructor will choose to address and assign any or all of the available sections to best serve the needs of the students and the requirements of the course.

*Breaking Through College Reading*          *Academic Vocabulary*
Instructional Content                          Discipline specific context
Preview Selections                               Predicting
Reading Selections                              Self-Tests
Written Response Items                          Word Wise
Vocabulary Development                          Interactive exercises
Everyday Reading Skills                         Word List
Collaborative Problem Solving                  Words to Watch
Brain Boosters
Reader’s Tip Boxes
My Reading Lab
Reading Workshop
Personal Feedback Connection

C. Unit Exam Including Passages From Which To Identify Elements

3. **Unit Outline**
   a. prepare mentally for college success
   b. manage time effectively
   c. preview before reading
   d. understand the meaning and importance of a schema
   e. understand the meaning and importance of metacognition
   f. use six thinking strategies during reading to integrate existing and new knowledge
   g. apply active recall methods after reading
   h. use context clues to unlock unfamiliar words
   i. use common word parts to unlock meaning
   j. use the dictionary for rich information about words
   k. consult a glossary to define words used in the textbook
   l. find synonyms and antonyms in a thesaurus
   m. refine word knowledge by solving analogies
   n. spell easily confused words
   o. identify topics
   p. recognize stated main ideas
   q. identify supporting details
   r. master main idea and topic on tests
   s. use a three-question strategy for identifying the main idea
   t. identify unstated main ideas
   u. identify main ideas in longer selections
   v. distinguish major and minor details
   w. understand the roles of major and minor details
x. attend to details in written directions
y. identify transitional words and organizational patterns

UNIT TWO: TEXTBOOK LEARNING, TEST TAKING, and READING RATE

1. Learning Objectives Readers will learn:
   To be active readers
   To be best prepared to take tests
   To select, assess, and increase reading rate for a specific purpose
   To access and utilize the support of the MyReadingLab instructional platform
   To expand content specific vocabulary across the disciplines in context

2. Learning Activities
   A. Read and complete as assigned Chapters 6 through 8 of Breaking Through College Reading pages 263 – 388
   B. Read and complete as assigned Chapters 16 through 22 of Academic Vocabulary pages 98 – 139
   C. Unit Exam Including Textbook Annotation and Essay

3. Unit Outline
   a. use active methods to aid recall
   b. annotate text during the reading stage
   c. use the Cornell method of note taking
   d. learn when and how to write a summary
   e. make outline notes
   f. make notes using mapping
   g. learn how content tests and standardized tests differ
   h. learn and apply general pre-test strategies
   i. learn and apply strategies to use during a test
   j. learn and apply strategies to use after a test
   k. learn how to improve scores on standardized reading tests
   l. learn and apply strategies for answering five main question types on reading tests
   m. consider hints for answering multiple-choice and true-false questions
   n. learn and apply strategies for essay exams
   o. determine individual reading rate
   p. consider the average reading rates for college students
   q. learn and apply methods to increase reading rate

UNIT THREE: ANALYTICAL REASONING, INFERENCE, and CRITICAL READING

1. Learning Objectives Readers will learn:
   To identify and apply the elements of analytical thinking
   To apply analytical thinking for visual literacy skills
   To identify and interpret implied information
   To identify and apply the skills of critical reading
   To access and utilize the support of the MyReadingLab instructional platform

DSRE 0301
To expand content specific vocabulary across the disciplines in context

2. Learning Activities
   A. Read and complete as assigned Chapters 9 through 11 of *Breaking Through College Reading* pages 389 -- 539
   B. Read and complete as assigned Chapters 23 through 27 of *Academic Vocabulary* pages 140 -- 169
   C. Final Project as Assigned
   D. Comprehensive Final Exams in Reading and Vocabulary

3. Unit Outline
   a. identify the elements of analytical thinking
   b. learn how the thinking strategies of successful and unsuccessful students differ
   c. apply analytical thinking strategies when reading graphic illustrations
   d. define inference
   e. explain why authors might imply meaning rather than state it directly
   f. use prior knowledge to make inferences
   g. recognize stated language as a clue to meaning
   h. draw reasonable conclusions
   i. apply strategies for critical reading
   j. recognize an author’s purpose on intent
   k. identify an author’s point of view or bias
   l. recognize the author’s tone
   m. distinguish fact from opinion
   n. recognize valid and invalid support for arguments

This course requires a capstone reading project of the instructor's choosing. It must include outside reading and an oral presentation. It can be assigned during any unit but is usually an aspect of the culmination of the course.

ASSIGNMENTS PROJECTION (16 Week) / COURSE OUTLINE

<table>
<thead>
<tr>
<th></th>
<th>Reading textbook</th>
<th>Vocabulary textbook/MRL</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>Communications Exercise</td>
<td>Introduction</td>
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<td></td>
<td>syllabus / Textbooks</td>
<td>Diagnostics: Learning Path and Lexile MRL</td>
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<td></td>
<td>Preface/Getting Started</td>
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<td></td>
<td>Lab orientation</td>
<td>Voc Chapters 1 &amp; 2</td>
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<tr>
<td>WEEK 2</td>
<td>Reading Log Assignment</td>
<td>Voc Chapters 3, 4, 5</td>
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<tr>
<td></td>
<td>Chapter 1: Student Success</td>
<td>Diagnostics/MRL</td>
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<tr>
<td>Week</td>
<td>Ch 1 Readings</td>
<td>Vocabulary Textbook/MRL</td>
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<tr>
<td>Week 3</td>
<td>Chapter 1 Readings</td>
<td>MRL Active Reading</td>
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<td></td>
<td>Comprehension quizzes</td>
<td><strong>Vocabulary Test Unit 1 (Ch 6)</strong></td>
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<td></td>
<td>Chapter 2: Stages of Reading</td>
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<td>Turn in and discuss Logs/Essay</td>
<td>Vocabulary 7 &amp; 8</td>
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<tr>
<td>Week 4</td>
<td>Chap 2 Readings</td>
<td>Vocabulary Chapters 9, 10 &amp; 11</td>
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<td></td>
<td>Comprehension quizzes</td>
<td>MRL: Vocabulary</td>
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<td></td>
<td>Chapter 3: Vocabulary</td>
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<td><strong>DEADLINE: 6 hours of lab</strong> By SUNDAY</td>
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<tr>
<td>Week 5</td>
<td>Chapter 3 Readings</td>
<td><strong>Vocabulary Test Unit 2 (CH12)</strong></td>
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<td></td>
<td>Comprehension quizzes</td>
<td>MRL: Stated Main Idea Implied Main Idea</td>
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<td></td>
<td>Chapter 4: Main Idea</td>
<td>Vocabulary Chapters 13 &amp; 14</td>
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<tr>
<td>Week 6</td>
<td>Chapter 4 Readings</td>
<td>Vocabulary Chapters 15 &amp; 16</td>
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<td>Comprehension quizzes</td>
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<td>Chapter 5: Supporting Details and Organizational Patterns</td>
<td>MRL: Supporting Details &amp; Combined Patterns</td>
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<td>Week 7</td>
<td>Chapter 5 Readings</td>
<td><strong>Vocabulary Test Unit 3 (CH17)</strong></td>
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<td>Comprehension quizzes</td>
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<td>Assign Project Study/Library orientation</td>
<td>Voc Chapters 18 &amp; 19</td>
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<td>Review for Mid-Term Exam</td>
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<tr>
<td>Week 8</td>
<td><strong>Mid-term Exam</strong></td>
<td>MRL: Outlining; Summarizing; Note taking and Highlighting</td>
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<td><strong>1)Objective 2)Essay</strong></td>
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<td>Assign Textbook Survey</td>
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<td>WEEK 9</td>
<td>Chapter 6: Textbook Learning</td>
<td>Vocabulary Chapters 20 &amp; 21</td>
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<td></td>
<td><strong>Reading textbook</strong></td>
<td><strong>Vocabulary textbook/MRL</strong></td>
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<td></td>
<td>Discuss Textbook Survey</td>
<td>MRL: Reading Textbooks</td>
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<td></td>
<td>Textbook Features</td>
<td><strong>DEADLINE: 12 hours of lab</strong>&lt;br&gt;<strong>By Sunday</strong></td>
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<td>WEEK 10</td>
<td>Chapter 6 Readings</td>
<td>Vocabulary Test Unit 4 (Chap 22)</td>
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<td></td>
<td>Comprehension quizzes</td>
<td>MRL: Test taking</td>
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<td>Chapter 7: Test taking Strategies</td>
<td>MRL: Test taking</td>
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<td>Handouts &quot;Test taking&quot;</td>
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<td>WEEK 11</td>
<td>Chapter 7 Readings</td>
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<td></td>
<td>Comprehension quizzes</td>
<td>MRL: Reading Rate</td>
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<td>Workshop Project</td>
<td>Vocabulary Chapters 23 - 24</td>
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<td>Chapter 8: Efficient Reading</td>
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<td>WEEK 12</td>
<td>Chapter 8 Readings (Timed)</td>
<td>Voc Chapters 25 -- 26</td>
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<td><strong>Textbook Application Evaluation</strong>&lt;br&gt;<strong>Chapters 6, 7 &amp; 8</strong></td>
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<td>WEEK 13</td>
<td>Chapter 9: Analytical Reasoning</td>
<td>MRL: Graphs and Visual Aids and Inference</td>
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<td>Chapter 9</td>
<td>Vocabulary Unit 5 Test (Chap 27) and Final Book Check</td>
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<td></td>
<td>Comprehension quizzes</td>
<td>MRL: Purpose and Tone</td>
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<td></td>
<td>Chapter 10: Inference</td>
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<td>WEEK 14</td>
<td>Chapter 10 Readings'</td>
<td>MRL: Critical reading</td>
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<td></td>
<td>Comprehension quizzes</td>
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<td></td>
<td>REPORTS</td>
<td><strong>FINAL DEADLINE: 16 hours of lab</strong>&lt;br&gt;<strong>by Sunday</strong></td>
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<tr>
<td>WEEK 15</td>
<td>Chapter 11: Critical reading</td>
<td>Comprehensive Voc FINAL Exam&lt;br&gt;MRL: Combined Skills</td>
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<td></td>
<td>Comprehension Quizzes</td>
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**EXAM WEEK**