

College Reading



UNIV 0008 STUDENT INFORMATION

REVISED
SP2021

Louisiana State University Eunice

Pathways to Success ▪ Sciences 146 ▪ P.O. Box 1129 ▪ Eunice, LA 70535 ▪ Phone (337) 550-1212

CONTRACT FOR SUCCESS

Welcome to Pathways to Success

Based on careful planning and research, LSU Eunice has developed this program to help students with ACT scores of 15 and below achieve the highest possible success rate in college. To accomplish that goal, we ask that you agree to be bound by certain regulations and practices for your classes during your first semesters at LSU Eunice. Please contact Mr. Damien Papillion, Coordinator, 337-550-1212 or e-mail at dpapilli@lsue.edu if you have any questions.

Advising

Students in this program are required to meet with their faculty advisor at one time each semester. This is a minimum number, and does not prevent students from meeting with their advisors more than once. The scheduled advising visit is considered part of the coursework for the UNIV courses and will be recorded as an assignment by the instructor.

Tutoring Laboratory

LSU Eunice has developed a tutoring laboratory for students who require extra assistance for their **Pathways to Success** classes. Students who receive a grade below 70% or C- on a major assignment in either English or Mathematics will be required to participate in tutoring instruction for two (2) hours per week until their grades reach at least 70%. Information on students who need additional help in any course is sent to the Coordinator who then monitors student activity electronically. Note that the tutoring laboratory is available to all **Pathways** student at any time, regardless of in-class performance. The tutoring laboratory is in the Science Building Room 147.

Attendance

Regular and consistent class attendance is one of the most important factors in achieving success in college courses. As a result, attendance in each class every time the class meets is required. There is no such thing as an "excused absence" in any **Pathways** course. As a result, students are expected to attend class and schedule personal appointments at times when they are not in class. The following table details the number of days students are permitted to miss class:

Number of days the class meets per week:	At most, students are permitted to miss:	Time of year
3	5	Fall/spring 15 week session
2	3	Fall/spring 15 week session
1	2	Fall/spring 15 week session
3, 4, or 5	2	Summer 4 or 8 week session

LSU Eunice defines attendance as the student being present in the assigned classroom each class period from the time the class is scheduled to begin until the class is scheduled to end. Students who come in after the scheduled starting time or leave before the scheduled ending time can, at the discretion of the instructor, be counted as absent. Students who choose to schedule appointments or leave the classroom for any reason risk being counted absent. Please note that a failing grade in a course **does** affect future financial aid. Please contact the Office of Financial Aid at 337-550-1282 for further information. Also note that makeup work is assigned at the discretion of the instructor. It is the prerogative of the instructor to allow no makeup work.

Other Information

1. Please be aware that any notification of absences or advising needs may come from the Pathways office through LSU Eunice student e-mail. Each student is expected to set up their LSU Eunice email and check it frequently.
2. Providing ACT scores indicating a composite of 16 or higher prior to the start of the first semester of attendance will permit a student to exit the program.
3. Providing transcripts from another institution of higher education prior to the start of the first semester of attendance will permit the student to exit the program.
4. Pathways students may not register for online, web enhanced, intersession, or accelerated courses.
5. This Contract for Success changes occasionally requiring me to attend another orientation if I skip a semester.
6. Students may register for summer mathematics or science courses if they have an overall GPA of 3.5 or higher with the approval of the Coordinator of the Pathways to Success Program.

Student Signature

My signature below attests that I have read, understand, and agree to abide by the policies set forth in the **Pathways to Success** Program outlined in this document. I also understand that once classes begin for my first semester at LSU Eunice as a **Pathways to Success** student I must complete the program in its entirety and cannot be released from the program until all mandated course work is completed.

Print Name and ID Number

Sign Name

Date

Reading Questionnaire

Louisiana State University Eunice

Student Success Center P.O. Box 1129 Eunice, LA 70535

Phone (337) 550-1206 FAX: (337) 550-1268

UNIV 0008 Reading Questionnaire

Please **type** your answers to the following questions: **Due** _____

1. What do you read on a regular basis? Include names of authors, papers, magazines, etc.
2. Why do you read these particular texts?
3. Do you prefer to read fiction or non-fiction? *Explain your answer.*
4. When you read, can you identify the main idea and details easily?
5. Do you remember what you read? *Explain your answer.*
6. Do you highlight, underline or take notes when you read?
7. Which subjects are hardest/easiest for you to read? *Be specific.*
8. How much time do you spend each day on reading?
9. Do you read best at a certain time of day or under certain conditions?
10. When you become aware that you don't understand what you are reading, what do you do?
11. What's the reader's job...to get the author's meaning **or** to make their own meaning? *Explain.*
12. How good of a reader are you? Rate yourself on a scale of **1**(outstanding) to **10** (Poor), and explain why you have chosen this rating.

Kuder® Assessment Summary

One Page Report

journey.kuder.com/my-assessments/one-page-summary-report

One Page Summary for Damien Papillion

Printed on 1/6/2021 at 8:46 AM Print

Kuder Career Interests Assessment®

1. Early Childhood Development and Services
2. Marketing Communications
3. Professional Support Services
4. Marketing Management
5. Administration and Administrative Support

Completed 1/5/2021

Kuder Skills Confidence Assessment®

1. Professional Support Services
2. Teaching and Training
3. Counseling and Mental Health Services
4. Early Childhood Development and Services
5. Marketing Communications

Completed 1/5/2021

Super's Work Values Inventory-revised

1. Achievement
2. Workplace
3. Supervision
4. Creativity
5. Security

Completed 1/5/2021

Steps to retrieving and printing the one page summary report as seen above.....

- Log into the Kuder site---you will need to know your username and password.
- Go to the left side of the screen, scroll down to My Assessments and click My Assessment Results
- When the page loads, scroll down to One Page Summary Report.
- Click the arrow and your results will appear on another page.
- Print the results page for your UNIV portfolio.

Context Clues

I Examples

- 1) The river was full of **noxious** materials such as cleaning agents from factories and pesticides from the nearby farms.
- 2) This third grade was full of **precocious** children. One child had learned to read at two and another could do algebra at age 6.
- 3) When going to an office party you should show your best **decorum**, for example, dress your best, drink and eat moderately, and be sure to thank the host before you leave.
- 4) I have always lived in **cubbyholes**. After moving away from home, my first apartment was just a cubbyhole in a large building. It was no more than 8' by 12' and had a bed in one corner. My second was no more than a large walk-in closet. My current one is about 10 feet long by 12 feet wide, but it at least has two rooms.
- 5) The floors of the restaurant were extremely **scuzzy**. They were covered with spilled grease, crumbs of food, and cigarette butts.
- 6) The contractor was always well **remunerated** for his work. For example, he received \$10,000 for a small addition to a house and last year he was received \$5,000 for reconstructing a stairway.

1. The girl who used to be very **vociferous** doesn't talk much anymore.

Type of Context Clue—**antonym**

definition of *vociferous*—talkative; outspoken

2. **Pedagogical** institutions, including high schools, kindergartens, and colleges, require community support to function efficiently.

Type of Context Clue—**example**

definition of *pedagogical*—having to do with teaching

3. He was so **parsimonious** that he refused to give his own sons the few pennies they needed to buy pencils for school. It truly hurt him to part with his money.

Type of Context Clue—**explanation**

definition of *parsimonious*—stingy; tightfisted

4. His **pertinacity**, or stubbornness, is the cause of most of his trouble.

Type of Context Clue—**synonym**

definition of *pertinacity*—mulish; stubborn

5. Rather than be involved in **clandestine** meetings, they did everything quite openly.

Type of Context Clue—**antonym**

definition of *clandestine*—secret; hidden

6. **Ecclesiastics**, such as priests, ministers, and pastors, should set models of behavior for their congregants.

Type of Context Clue—**example**

definition of *ecclesiastics*—member of the clergy

7. The girl was **churlish**—rude, sullen and absolutely ill-mannered.

Type of Context Clue—**synonym**

definition of *churlish*—rude

8. Because the **conflagration** was aided by wind, it was so destructive that every building in the area was completely burned to the ground.

Type of Context Clue—**explanation**

definition of *conflagration*—fire

Common Root Words

COMMON WORD ROOTS

Root	Meaning	Example	Definition
agri	field	agronomy	field-crop production and soil management
anthropo	man	anthropology	the study of man
astro	star	astronaut	one who travels in interplanetary space
bio	life	biology	the study of life
cardio	heart	cardiac	pertaining to the heart
cede	go	precede	to go before
chromo	color	chromatology	the science of colors
demos	people	democracy	government by the people
derma	skin	epidermis	the outer layer of skin
dyna	power	dynamic	characterized by power and energy
geo	earth	geology	the study of the earth
helio	sun	heliotrope	any plant that turns toward the sun
hydro	water	hydroponics	growing of plants in water reinforced with nutrients
hypno	sleep	hypnosis	a state of sleep induced by suggestion
ject	throw	eject	to throw out
magni	great, big	magnify	to enlarge, to make bigger
man(u)	hand	manuscript	written by hand
mono	one	monoplane	airplane with one wing
ortho	straight	orthodox	right, true, straight opinion
pod	foot	pseudopod	false foot
psycho	mind	psychology	study of the mind in any of its aspects
pyro	fire	pyrometer	an instrument for measuring temperatures
script	write	manuscript	hand written
terra	earth	terrace	a raised platform of earth
thermo	heat	thermometer	instrument for measuring heat
zoo	animal	zoology	the study of animals

Common Prefixes

ante-	before	antebellum	before the war
anti-	against	antifreeze	liquid used to guard against freezing
auto-	self	automatic	self-acting or self-regulating
bene-	good	benefit	an act of kindness; a gift
circum-	around	circumscribe	to draw a line around; to encircle
contra-	against	contradict	to speak against
de-	reverse, remove	defoliate	remove the leaves from a tree
dis-	apart	dislocate	to unlodge
dys-	bad	dysfunctional	not functioning
ecto-	outside	ectoparasite	parasite living on the exterior of animals
endo-	within	endogamy	marriage within the tribe
ex-	out	excavate	to dig out
equi-	equal	equidistant	equal distance
extra-	beyond	extraterrestrial	beyond the earth
hyper-	over	hypertension	high blood pressure
hypo-	under	hypotension	low blood pressure
in-	in	interim	in between
inter-	between	intervene	come between
intra-	within	intramural	within bounds of a school
intro-	in, into	introspect	to look within, as one's own mind
macro-	large	macroscopic	large enough to be observed by the naked eye
mal-	bad	maladjusted	badly adjusted
micro-	small	microscopic	so small that one needs a microscope to observe
multi-	many	multimillionaire	one having two or more million dollars
neo-	new	neolithic	new stone age
non-	not	nonconformist	one who does not conform
pan-	all	pantheon	a temple dedicated to all gods
poly-	many	polygonal	having many sides
post-	after	postgraduate	after graduating
pre-	before	precede	to go before
pro-	for	proponent	a supporter
proto-	first	prototype	first or original model
pseudo-	false	pseudonym	false name; esp., an author's pen-name
re-, red-	back again	rejuvenate	to make young
re-, red-	together	reconnect	to put together again
retro-	backward	retrospect	a looking back on things
semi-	half	semicircle	half a circle
sub-	under	submerge	to put under water
super-	above	superfine	extra fine
tele-	far	telescope	seeing or viewing afar
trans-	across	transalpine	across the Alps

Other Information

Relationship	Definition	Examples
Synonym	Two words have the same or nearly the same meaning	dirty : nasty worn: used calm: peaceful
Antonym	One word means the opposite of another	hot: cold late: early new : old
Homonym	Two words sound alike	blue: blew lie: lye here: hear
Part to whole	A piece or portion of something is related to the total object	toe: foot sole: shoe leaf : plant wall: room
Whole to part	The whole is related to one of its parts	tree : trunk house: room coat: sleeve
Age or size	An animate (living) or inanimate (nonliving) object is related to a younger or older object of the same type	fawn: deer freshman: senior calf: cow mother: child
Rhyme	Although items do not begin with the same sound/letter, the ending sounds are the same	goat: boat trouble: bubble slow : toe light: kite
Person to location	A person is related to the place with which he is associated	sailor : ship criminal : jail President: White House
Object to use	Something is related to its function	oven: bake soap: clean broom: sweep
Source to object	The place from which an item is taken and the item are compared	pound: stray dog bakery : cookies mind: thought

UNIV 0008 Academic Assignment One



UNIV0008 – COLLEGE READING

Student: _____ ID# _____

Instructor: _____ DUE: _____

Advisor: _____

- Student printed and provided the Degree Plan for the major.
- Student is able to synthesize Kuder results and GPA with choice of major.
- Student is able to articulate semester goals and the means to achieve those.

INSTRUCTOR COMMENTS:

Instructor Signature: _____ Date: _____

UNIV 0008 Academic Assignment Two and MANDATORY Advising Visit



UNIV0008 – COLLEGE READING

Student: _____ ID# _____

Instructor: _____ DUE: _____

Advisor: _____

Student had *Requested Schedule* completed correctly

Student knew midterm grades Yes No

Number of enrolled classes _____ Number of passing grades _____

- Student continues to clarify educational goals and direction.
- Student is able to articulate successful strategies to success.
- Student complies with Contract for Success and Pathways policies.

SUMMARY OF ADVISEMENT:

Advisor Signature: _____ Date: _____

STUDENT EVALUATION (Must be completed for credit. Use backside if necessary.):

Student Signature: _____ Date: _____

UNIV 0008 Academic Assignment Three



UNIV0008 – COLLEGE READING

Student: _____ ID# _____

Instructor: _____ DUE: _____

Advisor: _____

- Student will complete Pathways program this semester.
- Student has schedule for next semester.
- Student transferring to _____
- Student complied with Contract for Success and Pathways policies. (If not, explain.)

INSTRUCTOR COMMENTS:

Instructor Signature: _____ Date: _____

Reading Comprehension Form

Assignment Details

Instructor Name _____

Name of Reading _____

Course Dept/Number _____

Student Details

I.D. Number

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Name _____

Instructions – complete of the following on your own paper. Answers should be typed using complete sentences.

- 1) What is the topic of the reading?
- 2) What is the reading's main idea?
- 3) What are the major supporting details of the passage?
- 4) What is the organizational pattern used by the author?
- 5) List three transitional words used in the reading.
- 6) What is an inference that can be drawn from the article?
- 7) Give an example of figurative language used by the author to convey meaning.
- 8) Define a word that you did not know in the passage. Give both the connotative and denotative meanings.
- 9) What is the author's point of view? Reader's point of view?
- 10) What is the author's purpose and tone of the passage?