



STCC

SOUTH TEXAS COMMUNITY COLLEGE

READING DEPARTMENT

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**READ 70/80/90
Developmental Reading I, II, III
Syllabus, Spring, 2004**

Instructor: MRS. ALELI SAN PEDRO-CABRERA

Instructor's Office Location: STRC A-115

Instructor's Phone Number: 956) 488-5814

Fax: (956) 488- 5891

E-mail: cabrera@stcc.cc.tx.us

**Instructor's Office Hours: MTWR 9-10 AM
 M T 5:30- 6 PM**

Course name, number, and section:	Reading 70/80/90. G03	READ 70/80/90.G30
Classroom Location:	STRC Room C-313	STRC Room C-313
Class Days and times:	MTWR 8:00-8:50 AM	MW 6:00-7:50 PM

Required Textbooks for READ 70:

Langan, John. *Ten Steps to Improving College Reading*. (3rd edition). New Jersey: Townsend Press, 1997.
Goodman, Nist, & Mohr. *Building Vocabulary Skills*. (3rd Edition). New Jersey: Townsend Press, 2002.
Vern, Linda G. *Reading Skills: Preparing for the TASP Test*. (2nd Edition) U.S.A: Heinle &Heinle, 2001.

Required Textbooks for READ 0080:

Langan, John. *Ten Steps to Improving College Reading*. (3rd edition). New Jersey: Townsend Press, 1997.
Goodman, Nist, & Mohr. *Improving Vocabulary Skills*. (3rd Edition). New Jersey: Townsend Press, 2002.
Vern, Linda G. *Reading Skills: Preparing for the TASP Test*. (2nd Edition) U.S.A: Heinle &Heinle, 2001.

Required Textbook for READ 0090:

Langan, John. *Ten Steps to Improving College Reading*. (3rd edition). New Jersey: Townsend Press, 1997.
Goodman, Nist, & Mohr. *Advancing Vocabulary Skills*. (3rd Edition). New Jersey: Townsend Press, 2002.
Vern, Linda G. *Reading Skills: Preparing for the TASP Test*. (2nd Edition) U.S.A: Heinle &Heinle, 2001

Course Description/Goal:

Reading 0070 (Developmental Reading I)

Three hours lecture, one-hour lab per week This initial reading course is designed to help students develop basic skills needed to become successful readers. Emphasis is placed on the basic reading skills of main idea, context clues, and inference. The course is designed to provide the necessary foundation skills for successful reading and interpretation of college level material. Successful completion of this course will prepare the student for Developmental Reading II (READ0080).

Reading 0080 (Developmental Reading II)

Three hours lecture, one- hour lab per week This reading course is designed to build on the foundation skills of reading and to help students develop the critical reading skills that will enable them to be successful readers at the college level. This, in turn, will prepare students for success on the TASP. Emphasis is placed on the development of study skills, the integration of new information with prior knowledge, and the use of supporting details in reading.

Reading 0090 (Developmental Reading III)

Three hours lecture, one-hour lab per week This reading course focuses on the advanced reading skills necessary to read critically, to prepare students for success on the TASP, and to enable students to be successful readers at the college level. The development of interpretive comprehension skills and the expansion of these skills into advanced analysis, synthesis and evaluation processes is emphasized.

Course Objectives with SCANS:

Strengthen vocabulary by using context clues and structural analysis to determine the meaning of unfamiliar words (1A, 1E, 1F. 2).

Improve comprehension through learning to identify main ideas and major types of details (1A, 2).

Write summaries of reading passages (1A, 1B).

Practice basic study skills (2,3,4). Distinguish between fact and opinion (1A, 2).

Make valid inferences (1A, 2).

Develop higher order thinking skills (F8, F9, F11, F12).

Organizes ideas and communicates orally. (F6)

Uses computer technology for a variety of purposes (C18).

Course Assignments and Grading Procedures:

Assignments/Tests will be based on the following:

Primary text: assignments, quizzes, tests

Vocabulary text: exercises, quizzes, tests

Computer/Plato Lab: attendance and progress

Oral presentations: two presentations

Instructor-specific assignments/projects

Note: There is NO make-up for missed lessons. It is YOUR responsibility to make arrangements with your instructor about your absence through e-mail, telephone, or during her office hours.

Points are earned for all assignments and tests. The final grade will be a percentage, calculated by dividing the total number of points earned by the total number of points possible.

Example: Total points earned - 720
 Total points possible - 975
 $720/975 = .74 = 74\%$
 Final grade is 74% (C)

Grading Scale: grades assigned to students in Developmental Reading courses are:

A	=	90	-	100%
B	=	80	-	89%
C	=	70	-	79%
D	=	60	-	69%
F	=	0	-	59%

Attendance: Students must be in regular and continuous attendance. In order to receive daily credit for attendance, students must have been in class a minimum of 90% of the period. Any student who is absent from class for more than 6 hours may be dropped from the class at the instructor’s discretion.

Instructor Expectations/Classroom & College Policies:

1. Arrive promptly to class
2. Be prepared for class – homework, materials
3. Turn off all cellular phones and pagers. (Do *not* leave on silent or vibrate mode.)
4. **College policy:** no visitors or children allowed in class
5. **Misconduct:** The STCC Student Handbook includes the following as types of misconduct for which students may be subject to disciplinary action:
 - scholastic dishonesty;
 - campus disruptive activities that interfere with instructional activities or the functions that support them;
 - demonstrating disrespect to an instructor.

Instructors may proceed with disciplinary action according to the handbook when student misconduct occurs in the classroom.

Technology:

Computer-based instruction will be provided using Plato (where applicable).

Developmental Studies Policy Statement:

1. Failure to remain in at least one Developmental Studies course for students who have not met the passing standard on an approved assessment instrument in reading, writing, and/or mathematics may result in the student's withdrawal from ALL college courses.
2. All developmental courses including the College Success course will be included in the Semester Grade Point Average (GPA) for all students at STCC.
3. Students in Developmental Studies will be limited to a maximum of 13 credit hours of course work per semester and 7 credit hours per summer session.

4. Students taking 12 or more credit hours per semester who have not met the passing standard on an approved assessment instrument will be required to take two or more developmental courses every semester if they are deficient in more than one academic skill (reading, writing, and mathematics).

ADA Students with Disabilities Statement: Reasonable accommodations may be made that allow disabled students to be successful at STCC. Accommodations may be provided for those students who submit the appropriate documentation by an outside/independent professional evaluator or agency. Contact an STCC ADA/DSS Counselor in the Annex (Pecan) or call (956) 688-2006. Students may volunteer to inform the instructor about their disabilities and associated classroom limitations, if applicable.

Financial Aid Warning:

Withdrawal From the College

Students who receive financial aid and withdraw from the College during the semester may owe large amounts of money to the U.S. Department of Education and South Texas Community College. These debts will need to be satisfied before students will be allowed to continue their education. Before making a decision to withdraw from courses students **MUST** go the Office of Financial Aid to determine the financial consequences of withdrawing from school.

Topic Outline for READ0070

Week 1	Course Orientation
Week 2	Accuplacer Pretest, Textbook Orientation Skills
Weeks 3-4	TASP Objective 1: Determining the Meaning of Words/Phrases <ul style="list-style-type: none"> ✍ word structure clues ✍ multiple meaning words ✍ unfamiliar words – using context clues ✍ figures of speech – metaphors, similes, personification, hyperbole
Weeks 5-11	TASP Objective 2: Main Idea and Supporting Details <ul style="list-style-type: none"> ✍ topic ✍ main idea – stated and implied ✍ supporting details – types and location of
Weeks 12-14	TASP Objective 4: Relationship Among Ideas <ul style="list-style-type: none"> ✍ sequence of events ✍ cause - effect relationships ✍ compare-contrast ✍ solutions to problems ✍ drawing conclusions
Week 15	Combined Skills Review
Week 16	Accuplacer Posttest, Final Exam

Note: Vocabulary acquisition will be an ongoing skill from Week 1 to Week 16

COURSE REQUIREMENTS

1. **JOURNALS** every first day of the week

- ½ or ¾ of a page explanations based on your own experiences and knowledge
- named, titled and dated
- to be compiled in a folder according to dates and to be turned in on May 3, 2004

2. **BOOK REVIEW**

- Choose a Young Adult Novel from the campus library
- Show it to your instructor for approval
- Read 2-3 chapters every week and fill up the book review handout until you finish the whole book.
- Due on May 3, 2004

3. **H.O.S.T.S. (Help One Student To Succeed)**

- Where: Grulla Middle School
- When: Once a week for an hour (total of 12 hours)
- Who to contact: Mrs. Yolanda Saenz at 488-5558 or 488- 5559
- What to do: As a TUTOR (Read a book with a middle school student and help with reading assignments)
- Time Report due on May 3, 2004

Instructor/ Student Check List
Please Print

Student Name _____

Student ID Number _____

E-mail Address _____

Phone Number _____

Work Phone Number _____

Mailing Address _____

Please check off the following:

The instructor has explained:

_____ Attendance Policy

_____ Students with Disabilities Procedures

_____ Developmental Studies Policy Statement

_____ Grading Procedures

_____ Instructor Expectations

_____ Course Description

_____ **Student Signature** **Date**