



**STCC**

**SOUTH TEXAS COMMUNITY COLLEGE  
DEPARTMENT**

**READING**

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**READ0090  
Developmental Reading III  
Syllabus: Spring, 2004**

**Instructor:** Joyce Hamilton  
**Instructor's Office Location:** MVC D5  
**Instructor's Phone Number:** 973-7643  
**Fax:** 668-6438  
**E-mail:** jhamilto@stcc.cc.tx.us  
**Instructor's Office Hours:** MW 10:00 to 11:00 a.m.\*  
\*(During first 2 weeks of January: 12:45 to 1:45 p.m.)  
Fridays 1:00 to 2:00 p.m.

**Course name, number, and section:** Reading 90 W05  
**Classroom Location:** WESL Room B205  
**Class Days and times:** MW 4:00 to 5:50 p.m.  
**Required Textbooks:**

Langan, John. *Ten Steps to Advancing College Reading*. (3rd edition). New Jersey: Townsend Press, 1999.  
Goodman, Nist, & Mohr. *Advancing Vocabulary Skills*. (3<sup>rd</sup> Edition). New Jersey: Townsend Press, 2002.  
Vern, Linda G. *Reading Skills: Preparing for the TASP Test*. (2<sup>nd</sup> Edition) U.S.A: Heinle & Heinle, 2001.

**Course Description/Goal:**

**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

TASP Book/Exercises: exercises, quizzes, tests

Computer Lab: attendance and progress

Oral presentations: two presentations

Instructor-specific assignments/projects

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:**

✍ Arrive promptly to class

✍ Be prepared for class – homework, materials

✍ Turn off all cellular phones and pager. (Do *not* leave on silent or vibrate mode.)

- ✍ **College policy** – no visitors or children allowed in class
- ✍ **Misconduct:** The STCC Student Handbook includes the following as types of misconduct for which students may be subject to disciplinary action:
  1. scholastic dishonesty;
  2. campus disruptive activities that interfere with instructional activities or the functions that support them;
  3. demonstrating disrespect to an instructor.

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

### **Developmental Studies Policy Statement:**

- ✍ 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.
- ✍ All developmental courses including the College Success course will be included in the Semester Grade Point Average (GPA) for all students at STCC.
- ✍ 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.
- ✍ 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).

### **Technology:**

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

**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 READ0090

- Week 1 Course Orientation
- Weeks 2-3 Accuplacer Pretest, TASP Objective 1: Meaning of Words/Phrases
- ✍ word structure clues
  - ✍ multiple meaning words
  - ✍ unfamiliar words – using context clues
  - ✍ figures of speech – metaphors, similes, personification, hyperbole
- Weeks 4-6 TASP Objective 2: Main Idea and Supporting Details
- ✍ topic
  - ✍ main idea – stated and implied
  - ✍ supporting details – types and location of
- Week 7 TASP Objective 3: Author's Intent
- ✍ purpose
  - ✍ point of view
  - ✍ audience
- Weeks 8-9 TASP Objective 4 : Relationship Among Ideas
- ✍ sequence of events
  - ✍ cause - effect relationships
  - ✍ compare-contrast
  - ✍ drawing conclusions
- Weeks 10-12 TASP Objective 5: Critical Reasoning
- ✍ fact/opinion
  - ✍ stated/implied assumptions
  - ✍ relevance of support
  - ✍ logic of argument
  - ✍ validity of argument
  - ✍ credibility/objectivity of writer or source
- Weeks 13-15 Accuplacer Posttest, TASP Objective 6: Study Skills
- ✍ organize/summarize information
  - ✍ follow written directions
  - ✍ interpret information in charts/graphs/tables
- Week 16 Comprehensive Skills Review, Final Exam

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

**Instructor/ Student Check List**  
**Please Print**

**Student Name** \_\_\_\_\_

**Student ID Number** \_\_\_\_\_

**E-mail Address** \_\_\_\_\_

**Phone Number** \_\_\_\_\_

**Mailing Address** \_\_\_\_\_

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**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**