



STCC

**SOUTH TEXAS COMMUNITY COLLEGE
DEPARTMENT**

READING

3201 West Pecan Boulevard, Box 9701, McAllen, Texas 78501-9701 ☎ Phone: 956/928-3524
☎ Fax: 956/668-6438

**READ0080
Developmental Reading II
Syllabus, Spring, 2004**

Instructor: Mrs. Marilyn White
Instructor's Office Location: B-202G Weslaco Campus
Instructor's Phone Number: 447-6621
Fax: 447-6673
E-mail: mwhite@stcc.cc.tx.us
Instructor's Office Hours: Mon - Thurs. 1:00 – 2:00

Course name, number, and section: READ0080.W01
Classroom Location: Room B-205
Class Days and times: Monday & Wednesday 8:00 – 9:50

Required Textbooks:

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.

Course Description/Goal:

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.

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

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 and 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.

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 READ0080

- Week 1 Course Orientation
- Week 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 4-7 TASP Objective 2: Main Idea and Supporting Details
- ✍ topic
 - ✍ main idea – stated and implied
 - ✍ supporting details – types and location of
- Weeks 8-9 TASP Objective 3: Author’s Intent
- ✍ purpose
 - ✍ point of view
 - ✍ audience
- Weeks 10-11 TASP Objective 4 : Relationship Among Ideas
- ✍ sequence of events
 - ✍ cause - effect relationships
 - ✍ compare-contrast
 - ✍ drawing conclusions
- Weeks 12-13 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 14-15 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 _____

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**