



**STCC**

**SOUTH TEXAS COMMUNITY COLLEGE**

**READING DEPARTMENT**

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

**READ0070**  
**Developmental Reading I**  
**Syllabus, Spring, 2004**

**Instructor: Mr. Romaldo Dominguez**

**Instructor's Office Location: PB 1, Room 124**

**Instructor's Phone Number: 956 688-2102**

**Fax: 956 6686438**

**E-mail: [romaldo1@stcc.cc.tx.us](mailto:romaldo1@stcc.cc.tx.us) (office) [pngdmngz@aol.com](mailto:pngdmngz@aol.com) (home)**

**Instructor's Office Hours: Monday 8:00-9:00; Tuesday 1:00-2:00; Wednesday 11:00-12:00; Thursday 1:00-12:00; Friday 9:00-10:00**

**Course name, number, and section: Reading 70.P06**

**Classroom Location: Room PB 13B**

**Class Days and times: MTWR; 9:00-9:50**

**Required Textbooks:**

Langan, John. *Ten Steps to Building College Reading Skills*. (3<sup>rd</sup> edition). New Jersey: Townsend Press, 1998.

Goodman, Nist, & Mohr. *Building Vocabulary Skills*. (3<sup>rd</sup> Edition). New Jersey: Townsend Press, 2002.

**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).

### **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

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:**

- 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).

**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
- ✍ 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
- ✍ topic
  - ✍ main idea – stated and implied
  - ✍ supporting details – types and location of
- Weeks 12-14 TASP Objective 4: Relationship Among Ideas
- ✍ 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

**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

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**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_