



STCC

SOUTH TEXAS COMMUNITY COLLEGE

READING DEPARTMENT

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READ0090

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

Instructor: Tammi Naumann

Instructor's Office Location: WDCG1-E (Weslaco); B202c (Weslaco)

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Instructor's Office Hours: M/W 7:00 – 8:00 pm (B202c); T/R 11:00 – 12:00 pm (B202c); S by appt.
(on Mondays & Wednesdays, I'll be in my office from 5 – 7 pm but not as scheduled office hours)

Course name, number, and section: Reading 90.W33

Classroom Location: Room WESL 8

Class Days and times: Tuesdays and Thursdays 8:00 – 9:50 pm

Required Textbooks:

Langan, John. (1999). *Ten Steps to Advancing College Reading*. (3rd edition). New Jersey: Townsend Press.

Goodman, Nist, & Mohr. (2002). *Advancing Vocabulary Skills*. (3rd Edition). New Jersey: Townsend Press.

Vern, Linda G. (2001). *Reading Skills: Preparing for the TASP Test*. (2nd Edition) U.S.A: Heinle & Heinle.

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).
- Organize ideas and communicates orally. (F6)
- Use computer technology for a variety of purposes (C18).

Course Assignments and Grading Procedures:

Assignments/Tests will be based on the following:

- Primary text: assignments and tests
- Vocabulary text: exercises and tests
- TASP Book: exercises and 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)

Tests	40%
Work	25%
Lab	5%
Attendance/Participation	20%
<u>Oral Presentations</u>	<u>10%</u>
Total	100%

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%

Conditions: No Test Make-ups and No Late Work!!!

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 <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 4-6	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
Week 7	TASP Objective 3: Author’s Intent <ul style="list-style-type: none">✍ purpose; ✍ point of view; ✍ audience
Weeks 8-9	TASP Objective 4: Relationship Among Ideas <ul style="list-style-type: none">✍ sequence of events; ✍ cause - effect relationships✍ compare-contrast; ✍ drawing conclusions
Weeks 10-12	TASP Objective 5: Critical Reasoning <ul style="list-style-type: none">✍ 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 <ul style="list-style-type: none">✍ organize/summarize information; ✍ follow written directions✍ interpret information in charts/graphs/tables✍ Week 15: Individual Oral Presentation
Week 16	Comprehensive Skills Review, Group Oral Presentation
Week 17	Final Exam

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

Review Tests must be handed in upon completion of the chapters. Vocabulary chapters are to be handed in on the test days (Three chapters per set will be due on scheduled vocabulary test days. A Vocabulary Test Schedule will be handed out soon).

Projects: Book Review and Learning Log (see handouts) and Group Presentations

Group Presentations: 2 or 3 people constitute a group (no less than 2 and no more than 3 students per group). Each group will demonstrate or show the class how to make a certain type of food or a craft. Food or crafts can be anything except those related to weapons and alcohol. **NOTE:** Demonstrating a food or craft means that you will have to bring enough of the food or craft for everyone. For example, if a group demonstrates how to make enchiladas, that group must bring in the finished product to share with the class. In addition, craft and food demonstrations must include instruction sheets or recipes for each student in the class, as well as for the teacher.

Instructor/Student Check List
Please Print NEATLY

Student Name _____

Student ID Number _____

E-mail Address(es) _____

Phone Number(s) _____

Please check off the following:

The instructor has explained:

_____ Attendance Policy

_____ Students with Disabilities Procedures

_____ Developmental Studies Policy Statement

_____ Grading Procedures

_____ Instructor's Expectations

_____ Course Description

Student Signature **Date**

(Remove this page from the syllabus and turn in to the instructor.)