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| Date: | 10/7/2020 |

ROSE STATE COLLEGE

Division Course Syllabus

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| Division | Humanities Division | Course Prefix and Number | READ 1203 |
| Course Title | Reading and Vocabulary Enrichment |
| Semester and Year Submitted | Revised Fall 2020 | Credit Hours | 3 |
| Prepared by | Chris Knox and Angela Keneda  |
| Hours Per Week: Class | 3 | Lab | 0 |
| Course Description (as it appears in Catalog) This course is designed to improve students' reading and vocabulary skills. Each student's reading level is determined through diagnostic testing, and an individualized program is planned for improvement through the use of the textbook and reading lab. |
| Prerequisites | Satisfactory Reading Assessment Score |
| Text(s): | Title | Structured Reading |
|  | Author | Lynn Quitman Troyka; Joseph Wayne Theatt |
| Publisher | Prentice Hall |
| Copyright Date |       |
| ISBN # | 9781323815441 |
| Reading Level | Range from 5.0 to 13 |
| Supplemental Materials: (Other books, audio visual aids, etc.) |  |
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**Outline for Remainder of Syllabus:**

Rationale:

Recognizing that the levels of reading range from below seventh grade to college freshman in a community college reading class makes it evident that this course must be broad in scope and flexible in method and content. Progress in this course is continuous and may last as many semesters as a student has need for it or can profit from it. (If a student has been previously enrolled in a reading class, test scores should be available from previous class.) An equivalency test should be given at the end of the semester to measure the student’s progress. The results will serve as a guide in determining whether the student should continue the course the following semester.

Expected Outcomes:

Upon successful completion of this course, the student will be prepared to do the following:

1. demonstrate understanding of the specific strengths and weaknesses in his or her reading

 ability and vocabulary development as revealed through the diagnostic testing.

2. demonstrate the ability to use time management skills, to use test-taking and reading

 strategies, and to use best practices and campus resources for successful academic behavior.

3. demonstrate proficiency in reading comprehension and efficient reading rate based upon

 successful interaction with laboratory materials prescribed by the instructor, online

 instruction, and textbook readings.

4. demonstrate proficiency in acquiring new vocabulary terms based on successful interaction

 with laboratory materials prescribed by the instructor, web-based instruction, and textbook

 vocabulary.

5. demonstrate the analytical and critical thinking that will allow the student to read, process,

 infer, and synthesize information efficiently and independently.

6. demonstrate competency in basic online academic research, in collaborative skills, and in

 acquiring a broader scope of global awareness.

7. demonstrate proficiency in word processing skills, in basic writing skills, in email skills, and

 using an on-line learning platform.

8. At the end of the semester, the student will take the equivalent form of the diagnostic

 reading test and will exhibit improvement in the areas of vocabulary, comprehension, and

 reading rate.

Methods of Instruction:

Reading achievement tests will be given to all students during the first or second class period of each semester to determine an appropriate starting level. At the beginning of each course, professors should explain their methods of instruction. Methods may vary with individual professors. In order to accomplish the stated objectives, professors may

 1. provide instruction and orientation for the laboratory materials.

 2. provide an orientation and instruction for the textbook, online, and web-based platforms.

 3. supervise the laboratory during individual folder work.

 4. facilitate discussion in the class for textbook reading and vocabulary.

 5. provide online instruction in vocabulary through PrefixSuffix.com.

 6. test individuals and groups and make prescriptive adjustments.

 7. work individually with students to determine the best method to improve their skills.

 8. provide instruction through PowerPoint presentations and Canvas discussions.

 9. provide instruction through and placement in MyReadingLab.

10. provide instruction through prefixes, suffixes, Latin and Greek roots.

11. provide instruction through MyReadingLab videos and YouTube videos.

12. provide instruction through terms and skills excercise.

13. provide instruction through Rate Builders.

14. provide instruction through Reading for Understanding.

15. provide instruction through small group activities.

16. reinforce critical reading comprehension through analogies.

17. provide instruction through online learning management system component.

At the end of the semester, an equivalent test will be given to measure the student’s progress. The results serve as a guide to determining whether the student should retake the course or continue on to READ1213 the following semester. The instructor will have a conference with individual students to compare the pre-test and post-test scores and discuss the final grade for the course.

Assessment (Including Critical Thinking measurements):

Methods may vary with individual professors. In order to accomplish the stated objectives, professors may do the following:

1. Evaluate and adjust students’ folder work on a continuous basis.

2. Observe and recognize the learning styles of all students and adjust to the individual

 student’s style whenever possible.

3. Students generally grade their lab assignments themselves; however, they should discuss

 with the professor or lab assistant why questions were missed.

4. Establish individual conference times for all students. Students and instructor will

 compare the pre-test and post-test scores of all diagnostic tests and discuss the students'

 progress.

5. During the conference, the instructor will suggest reenrolling in the course, retaking the

 ACCUPLACER test, or continuation to READ 1213.

6. Advised point system:

 800 Tests Vocabulary and Skills

 100 Quizzes

 250 Homework Selections

 50 Discussions

 100 MyReadingLab

 200 Folder - individualizes study

 50 bonus point possible

GRADING SCALE:

100 - 90 = A 1500-1350

 89 - 80 = B 1349-1200

 79 - 70 = C 1199-1050

 69 - 60 = D 1049-900

 59 - 0 = F 885 and below

Learning Goals: Learning Outcomes

Unit 1: Initial Assessment and Orientation (Learning Outcomes 1,2,6,7)

The student will complete several initial assessments for accuracy of student placement in lab materials, Reading for Understanding, online instruction, and web based platforms. Initial assessment instruments also include students’ scores in reading rate, vocabulary, and comprehension. Information given to students also includes campus resources, global awarness, and best practices for student success.

Unit 2: (Learning Outcomes 2,3,5,6,7)

 1. Define and demonstrate understanding of prior knowledge.

 2. Define and demonstrate understanding of text books and other reading materials.

 3. Define and demonstrate understanding of predicting.

 4. Demonstrate proficiency in monitoring comprehension.

 5. Demonstrate proficiency in arranging main ideas and supporting details in meaningful

 ways.

 6. Demonstrate proficiency in rehearsal skills to transfer information into long-term

 memory.

 7. Demonstrate competency in using study systems and reading strategies.

 8. Demonstrate competency in basic effective writing.

 9. Demonstrate competency in the basic terms of basic online and academic

 research, and global awarness.

Unit 3: (Learning Outcomes 3,4,6)

 1. Demonstrate the ability to use context clues.

 2. Demonstrate the ability to use word-structure clues.

 3. Demonstrate proficiency in the basic uses of an online dictionary.

 4. Demonstrate proficiency in the use of PrefixSuffix.com as a vocabulary tool.

 5. Demonstrate the ability to interpret figures of speech.

 6. Practice identifying and composing metaphors.

 7. Practice identifying and composing similes.

 8. Practice identifying and composing hyperboles.

 9. Practice identifying and composing personification.

 10. Demonstrate competency in the basics of navigating websites.

Unit 4: (Learning Outcomes 3,5,6,)

 1. Define and demonstrate understanding of the importance of a topic.

 2. Identify the four clues in determining the topic of a paragraph.

 3. Demonstrate proficiency in identifying the topic of a paragraph.

 4. Demonstrate proficiency in identifying the topic of a longer reading passage.

 5. Define and recognize a topic sentence.

 6. Define and recognize a thesis statement.

 7. Practice writing a topic sentence and thesis statement.

 8. Demonstrate proficiency in comprehending a topic sentence and thesis statement.

 9. Define and demonstrate understanding of the importance of a stated main idea.

 10. Demonstrate proficiency in identifying the stated main idea of a paragraph.

 11. Demonstrate proficiency in identifying the stated main idea of a longer reading

 passage.

 12. Demonstrate competency in identifying and comprehending topics and main ideas

 using MyReadingLab.

 13. Practice collaborative skills working in small groups.

Unit 5: (Learning Outcomes 3,5,7)

 1. Define and demonstrate understanding of the importance of an implied main idea.

 2. Identify the implied main idea of a paragraph.

 3. Identify the implied main idea of longer reading passages.

 4. Identify the three formulas identifying implied main ideas.

 5. Master stated and implied main ideas and topic questions on an examination.

 6. Demonstrate proficiency in determining the difference between a sentence and a

 phrase when reading and writing implied main ideas.

 7. Define and demonstrate understanding of the importance of supporting details.

 8. Identify supporting details.

 9. Identify the methods for identifying supporting details.

 10. Distinguish major and minor details.

 11. Demonstrate competency in identifying supporting details using MyReadingLab.

 12. Practice writing skills using D2L on-line discussions.

 Unit 6: (Learning Outcomes 2,3,5)

 1. Define and demonstrate understanding of the importance of writing patterns.

 2. Identify patterns of organization.

 3. Demonstrate competency in annotating a textbook using patterns of organization

 during reading stages.

 4. Demonstrate proficiency in recognizing clues that distinguish patterns of

 organization.

 5. Practice identifying patterns of organization using MyReadingLab.

 6. Use active methods to aid recall.

 7. Demonstrate competency understanding inferences and patterns of organization

 using MyReadingLab.

 8. Define and demonstrate an understanding of when and how to construct a summary.

 9. Define and demonstrate an understanding of the importance of an inference.

 10. Demonstrate competency in drawing conclusions.

 11. Demonstrate proficiency in connecting with prior knowledge.

 Unit 7: (Learning Outcomes 2,3,5)

 1. Identify and understand the function of a variety of RSC campus resources.

 2. Demonstrate competency in basic reading comprehension and effective writing

 through online discussions.

 3. Demonstrate competency in the use of strategies before, during, and after textbook

 reading.

 4. Recognizing methods for improving textbook reading by using appropriate strategies.

 5. Practice identifying appropriate strategies for standardized reading tests.

 6. Practice methods for improving reading rate.

 7. Define and demonstrate understanding of the importance of a reading rate.

Unit 8: (Learning Outcomes 3,5)

 1. Demonstrate competency in identifying the elements of critical thinking.

 2. Identify how thinking strategies of successful and unsuccessful students differ.

 3. Demonstrate competency in critical reading and analytical thinking using

 MyReadingLab.

 4. Define, recognize and distinguish between facts and opinions.

 5. Demonstrate proficiency in defining and determining an author’s point of view.

 6. Demonstrate competency in defining and determining an author’s purpose.

 7. Define and identify an author’s intent.

 8. Demonstrate proficiency in defining and determining an author’s bias.

 9. Define and recognize an author’s tone.

Unit 9: (Learning Outcomes 8)

At the end of the semester, equivalent tests will be given to measure the student's progress. The results serve as a guide in determining whether the student should retake the course the following semester or progress to the next level. The instructor will have a conference with individual students to compare the pre-test and post-test scores and discuss the final grade for the course.