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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 1213 |
| Course Title | Advanced 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 comprehension, reading rate, vocabulary skills, and ability to read and comprehend content areas across the curriculum. Each student's reading, vocabulary, and reading rate 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 or Read 1203  |
| Text(s): | Title | Bridging the Gap |
|  | Author | Smith |
| Publisher | Prentice Hall |
| Copyright Date | 2017 |
| ISBN # | 9780134072760 |
| Reading Level | Range from 8.0 to 14 |
| Supplemental Materials: (Other books, audio visual aids, etc.) |  |
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**Outline for Remainder of Syllabus:**

Rationale:

Recognizing that the levels of reading and vocabulary development cover a broad range of reading skills 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 will be continuous. A reading achievement test should be given to all new students in the class the first or second class period of each semester to determine an appropriate starting level. (If the student has been previously enrolled in a reading class, test scores should be available from previous class.) An equivalent test should be given at the end of the semester to measure the student’s progress. The results would 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

 comprehension, reading rate, and vocabulary development as revealed through diagnostic

 testing.

2. Demonstrate competency in reading comprehension, efficient reading rate, and flexibility

 based upon successful interaction with laboratory materials, web-based instruction, and

 textbook readings prescribed by the instructor.

3. Demonstrate proficiency in acquiring advanced vocabulary terms based on successful

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

 textbook vocabulary to increase effective written and oral communication skills, as well as

 reading comprehension.

4. Demonstrate competency developing a basis for reading and learning by understanding the

 framework and organization for text structure and the ability to use strategies for active

 reading, concentration, and retention.

5. Demonstrate proficiency in critical thinking skills, critical reading skills, critical analysis, and

 critical thinking in context with visual literacy.

6. Demonstrate competency in metacognitive skills by analyzing reading tasks, selecting

 appropriate reading strategies, and evaluating the effectiveness of those strategies in order to

 acquire and retain new information efficiently and independently both as reader and writer.

7. Demonstrate proficiency in organizational skills, in collaborative skills, and in a variety of

 technologies to support online communications that help maximize success in academic

 work, as well as in career.

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

 reading tests 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 MyReadingLab.

 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.

 9. Provide instruction through and placement in MyReadingLab.

10. Provide instruction through word famlies, Latin roots, and Greek roots.

11. Provide instruction through MyReadingLab videos and YouTube videos.

12. Provide instruction through online learning management system component.

13. Provide instruction through Reading for Understanding.

14. Provide instruction through small group activities.

At the end of the semester, an equivalent test will be given to measure students' progress. The results serve as a guide to determining whether the students should continue the course the following semester. The instructor will have a conference with individual students and 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 and student will discuss future enrollment plans.

6. Advised point system:

 10 Concept Preps: 12.5 points each (2.5 of the 12.5 is earned for showing where the

 answers are located)

 10 Vocabulary Boosters: 10 points each

 12 Textbook Selections: 12.5 points each (2.5 of the 12.5 is earned for showing where the

 answers are located)

 12 Discussions: 5 points each

 7 Chapter Quizzes: 10 points each

 12 MyReadingLab: 10 points each

 7 PowerPoint Reviews 3 points each (Bonus Points)

 FOLDER GRADE: 80 POINTS

 3 Net Searches, RFU, Rate Builders

 TESTS:

 Each test is worth 100 points. There are 8 tests. Students will receive a copy of test dates

 at the beginning of the course. Vocabulary tests will cover vocabulary words and

 definitions from your textbook selections and Vocabulary Booster. Comprehension tests

 will be given measuring your reading comprehension and skills. You will be allowed to

 make-up two Vocabulary / Comprehension test by making arrangements with your

 professor. Ten points will be deducted from the grade of each test taken late.

Learning Goals:

Learning Outcomes:

Unit 1: Initial Assessment and Orientation (Learning Outcomes 1, 2, 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, comprehension, and critical reading skills. Information given to students also includes campus and web-based resources and successful academic and career behaviors.

Unit 2: (Learning Outcomes 2, 4, 6,)

 1. Define and demonstrate understanding of active reading.

 2. Define and demonstrate understanding of the automatic aspects of reading.

 3. Demonstrate proficiency in determining the methods of improving concentration.

 4. Demonstrate competency in identifying successful academic behaviors.

 5. Define and demonstrate understanding of strategic reading.

 6. List and describe tacit, aware, strategic, and reflective learners/readers.

 7. Practice applying the three stages of reading.

 8. Define and demonstrate understanding of metacognition.

 9. Practice applying the five strategies of metacognition.

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

 1. Define and give an example of a mnemonic device.

 2. Identify strategies for remembering the meanings of new words.

 3. Demonstrate proficiency in using concept clues to find meanings of new

 words.

 4. Demonstrate proficiency in using word structure clues to find meanings of new words.

 5. Demonstrate competency in using reference aids to clarify meanings of new words.

 6. Identify the methods for developing rich meanings to strengthen memory of new words.

 7. Define and give an example of a word’s etymology.

 8. Demonstrate proficiency in the advanced uses of an online dictionary.

 9. Demonstrate competency in using word families to strengthen memory of new words.

10. Practice collaborative skills working in small groups.

Unit 4: (Learning Outcomes 2, 4, 6, 7)

 1. Define and demonstrate understanding of a topic.

 2. Practice identifying topics.

 3. Define and demonstrate understanding of stated main ideas.

 4. Identify strategies for identifying stated main ideas.

 5. Practice identifying stated main ideas.

 6. Define and demonstrate understanding of unstated main ideas.

 7. Identify strategies for identifying unstated main ideas.

 8. Practice identifying unstated main ideas.

 9. Define and demonstrate understanding of supporting details.

10. Practice identifying supporting details.

11. Define and distinguish major and minor details.

12. Demonstrate proficiency in identifying the main idea of a longer reading passage.

13. Define and demonstrate understanding of how to write a summary.

14. Demonstrate competency in identifying and comprehending topics, main ideas, and

 supporting details using MyReadingLab.

Unit 5: (Learning Outcomes 2, 4, 5, 7)

 1. Define and demonstrate understanding of transitional words.

 2. Define and demonstrate understanding of patterns of organization.

 3. Demonstrate competency in recognizing words that signal transitions.

 4. Demonstrate proficiency in recognizing clues and signal words to determine patterns of

 organization.

 5. Practice identifying patterns of organization and signal words.

 6. Demonstrate competency in identifying and comprehending mixed patterns of organization.

 7. Demonstrate proficiency in identifying patterns of organization using MyReadingLab.

 8. Identify demands of studying in college.

 9. Demonstrate the ability to recognize methods for organizing textbook information.

10. Define and demonstrate understanding of annotating textbooks.

11. Define and demonstrate understanding of using Cornell, outline, and map notes.

12. Practice using Cornell, outline, and map notes.

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

 1. Demonstrate competency in identifying and comprehending an inference.

 2. Demonstrate proficiency in recognizing clues for making a reasonable inference.

 3. Define and demonstrate understanding of connotative language.

 4. Demonstrate proficiency in drawing logical conclusions while reading.

 5. Define and demonstrate understanding of an author’s point of view.

 6. Define and demonstrate understanding of a reader’s point of view.

 7. Practice identifying author’s point of view and reader’s point of view.

 8. Define and demonstrate understanding of facts and opinions.

 9. Practice identifying facts and opinions.

10. Define and demonstrate understanding of the author’s purpose and tone.

11. Practice identifying the author’s purpose and tone.

12. Demonstrate proficiency in critical reading skills and critical analysis using MyReadingLab.

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

 1. Define and demonstrate understanding of reading rate.

 2. Recognize factors that should be considered when selecting reading rate and technique.

 3. Demonstrate competency in identifying and comprehending methods for improving reading

 rate.

 4. Define and demonstrate understanding of regression.

 5. Define and demonstrate understanding of skimming.

 6. Define and demonstrate understanding of scanning.

 7. Practice techniques for skimming and scanning efficiently.

 8. Define and demonstrate understanding of being test wise.

 9. Demonstrate competency in identifying and comprehending general preparation strategies

 for before, during, and after a test.

10. Demonstrate competency in identifying and comprehending strategies for standardized

 reading tests.

11. Demonstrate proficiency in recognizing major question types for standardized reading

 tests.

12. Identify strategies concerning multiple-choice items, short-answer items, and essay

 questions.

13. Define and demonstrate understanding of locus of control.

Unit 8: (Learning Outcomes 2, 5, 6, 7)

 1. Define and demonstrate understanding of thinking.

 2. Demonstrate competency in identifying and comprehending critical thinking.

 3. Demonstrate proficiency in recognizing the major points of an argumentative statement

 and a non-argumentative statement.

 4. Identify the steps in analyzing an argument.

 5. Demonstrate competency in identifying and comprehending types of support for arguments.

 6. Demonstrate proficiency in recognizing relevant fallacies, believable fallacies, and

 consistent fallacies.

 7. Define and demonstrate understanding of inductive and deductive reasoning.

 8. Demonstrate proficiency in critical reading and thinking skills and analyzing an argument

 using MyReadingLab.

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 continue the course the following semester. The instructor will have a conference with individual students to compare the pre-test and post-test scores to discuss the final grade for the course.