

Course Syllabus

Department:Reading & Education

Course Title:Basic Reading

Section Name:READ_0371 6205

Instructor Information

Name: Dr. Kathy Jones

OC Email: ksjones@odessa.edu

OC Phone #:(432) 335-6529

Cell Phone #: (432) 230-0130

Office Hours:

Tuesday and Thursday: 8:00 – 9:30

Monday, Wednesday and Thursday: 1:00 to 3:30

Supervisor:

Dr. Tina Caro

OC Email: tcaro@odessa.edu

OC Phone: 432-335-6614

Cell Phone: 432-853-2500

Course Description

Initiates instruction in developmental reading with emphasis on building vocabulary, increasing reading rate, and improving comprehension. Aims to empower students with independent learning techniques and effective study skills to enhance self-esteem. Includes individual diagnosis of reading strengths and weaknesses for placement in multileveled materials. Lab fee required.

Prerequisites/Corequisites

Prerequisite: None or placement by counselors.

Course Objectives

Increase critical reading and thinking skills

THEA/COMPASS Reading preparation

Increase reading comprehension skills

Increase vocabulary

Improve spelling

Better grades in content area classes

Accomplish more in less time

Adapt reading rate based on type of text and purpose for reading

THEA

200 or below	READ 0371 and 0372, 6 hours required
201-229	READ 0372, 3 hours required
220-229	May enroll concurrently in READ 0372 and a course identified as reading intensive
230 or above	College Ready

COMPASS

0-64	READ 0371 and 0372, 6 hours required
65-80	READ 0372, 3 hours required
78-80	May enroll concurrently in READ 0372 and a course identified as reading intensive
81 or above	College Ready

ACCUPLACER

0-61	READ 0371 and 0372, 6 hours required
62-77	READ 0372, 3 hours required
78 or above	College Ready

ASSET

0-35	READ 0371 and 0372, 6 hours required
36-40	READ 0372, 3 hours required
41 or above	College Ready

Required Readings/Materials

You must purchase the following ***required*** readings/materials:

One vocabulary book (required after diagnostic placement testing)

Henry, D.J. (2011). The Skilled Reader (3rd edition). Upper Saddle River, NJ: Pearson
The Skilled Reader must include the NEW MyReadingLab eText Student Access Code Card
ISBN-10: 032185036X

Students, you will be using a publisher provided website called MyStudentSuccessLab for this course. To access this website, go to www.pearsonmylabs.com. You will need to complete a one time registration process either using the access code that came with your textbook, or by making an online purchase

If you have a Pearson Education account from using Pearson resources, such as MyStudentSuccessLab or MyMathLab, in another class, sign in first. If you do not, create a new account at the link provided.

If you have any difficulty with the registration process, you must first go to Pearson Tech Support at <http://247.pearsoned.com>. If they are unable to assist you, I will need you to send me the incident number from your case so I can escalate the issue for you.

Course Requirements (Lectures, Assignments and Assessments)

Week	Tuesday
1 Aug 28	Introduction Why Teach Vocabulary Morphemes 6, 12, 18 MyReadingLab Register, Path Builder, Initial Lexile Locator
2 Sep 4	Test on Morphemes (6, 12, 18) Vocabulary 1, 2, 3 MyReadingLab Reading Rate
3 Sep 11	Vocab 1, 2, 3 Timed Reading #2 MyReadingLab Study Skills
4 Sep 12	Vocab 4, 5, 7 Timed Reading #3 MyReadingLab Study Skills
5 Sep 25	Vocab 8, 9, 10 Timed Reading #4 MyReadingLab Vocabulary Unit

6	Vocab 11, 13, 14
Oct 2	Timed Reading #5 MyReadingLab Stated Main Idea Unit
7	Vocab 15, 16, 17
Oct 9	Timed Reading #6 MyReadingLab Implied Main Idea Unit
8	Vocab 19, 20, 21
Oct 16	Timed Reading #7 MyReadingLab Supporting Details Unit
9	Vocab 22, 23, 25
Oct 23	Timed Reading #8 MyReadingLab
10	Vocab 26, 27, 28
Oct 30	Timed Reading #9 MyReadingLab Summarizing and Paraphrasing
11	Vocab 29, 30
Nov 6	Discussion #6 MyReadingLab 10 Patterns of Organization Combines Unit
12	Vocab Review 1-10
Nov	MyReadingLab

13	Inference Unit Current Event Project Introduced
13 Nov 20	THANKSGIVING HOLIDAY NO SCHOOL
14 Nov 27	Vocab Review 11-20 MyReadingLab 6 Lexile Readings Current Event Lab Student Evaluation Instrument
15 Dec 4	Vocab Review 21-30 Current Event Due Post Reading Assessment due
16 Dec 11	Final Exam 100 Vocab Words

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,

- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
 3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

Grading Policy

Grades will be weighted as described below:

Vocabulary exercises	10% of the final grade
Vocabulary tests	20% of the final grade
MyReadingLab	30% of the final grade
Timed readings	10% of the final grade
Current event assignment	10% of the final grade
Attendance	10% of the final grade
Final exam	10% of the final grade

Percentage %	Grade
90+	A
80-89	B
70-79	C
60-69	D
<59	F

Student Success Initiative

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

There is also an AVID Center on campus in the Library building 34d flood room 301 that can help with tutoring and mentoring.

Student Evaluation Instrument

The SEI process for face-to-face and online courses is scheduled for the week of November 26th.

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library) The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian "](#) service provide additional help.

Student E-mail: Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Student Portal: Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Technical Support: For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies: For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).