

## **Course Syllabus**

**Department:**Reading & Education

**Course Title:**Basic Reading

**Section Name:**READ\_0372 03

### **Instructor Information**

**Name:** Dr. Kathy Jones

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**OC Phone #:**(432) 335-6529

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### **Office Hours:**

Tuesday and Thursday: 8:00 – 9:30

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

### **Supervisor:**

Dr. Tina Caro

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## **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: READ 0371 or placed by counselor

## **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 Effective Reader (3rd edition). Upper Saddle River, NJ: Pearson  
The Effective Reader must include the NEW MyReadingLab eText Student Access Code Card  
ISBN-10: 0321829069

Students, you will be using a publisher provided website called MyStudentSuccessLab for this course. To access this website, go to [www.pearsonmylabs.com](http://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	Monday	Wednesday	Friday
1	Aug 27  Introductions	Aug 29  Why teach Vocabulary  Vocabulary Placement	Aug 31  Morphemes  Vocabulary 6 and 12
2	Sep 3  NO SCHOOL  LABOR DAY	Sep 5  Morphemes  Vocabulary 18  Timed Reading #1  MyReadingLab  Register and Reading Path Builder	Sep 7  Morphemes test  Voc 6, 12, 18  MyReadingLab  Reading Path Builder
3	Sep 10  Vocab 1, 2, 3  MyReadingLab  Vocabulary Lecture	Sep 12  Grade Vocab 1, 2, 3  Timed Reading #2  MyReadingLab  Vocabulary Lab	Sep 14  Test Vocab 1, 2, 3  MyReadingLab  Vocabulary Test
4	Sep 17  Vocab 4, 5, 7  MyReadingLab  Stated Main Idea	Sep 19  Grade Vocab 4, 5, 7  Timed Reading #3  MyReadingLab	Sep 21  Test Vocab 4, 5, 7  MyReadingLab  Stated Main Idea Test

	Lecture	Stated Main Idea Lab	
5	Sep 24 Vocab 8, 9, 10 MyReadingLab Implied Main Idea lecture	Sep 26 Grade Vocab 8, 9, 10 Timed Reading #4 MyReadingLab Implied Main Idea lab	Sep 28 Test Vocab 8, 9, 10 MyReadingLab Implied Main Idea test
6	Oct 1 Vocab 11, 13, 14 MyReadingLab Supporting Details Lecture	Oct 3 Grade Vocab 11, 13, 14 Timed Reading #5 MyReadingLab Supporting Details Lab	Oct 5 Test Vocab 11, 13, 14 MyReadingLab Supporting Details Test
7	Oct 8 Vocab 15, 16, 17 MyReadingLab Outlining and Mapping lecture	Oct 10 Grade Vocab 15, 16, 17 Timed Reading #6 MyReadingLab Outlining and Mapping lab	Oct 12 Test Vocab 15, 16, 17 MyReadingLab Outlining and Mapping test
8	Oct 15 Vocab 19, 20, 21 MyReadingLab Summarizing and Paraphrasing Lecture	Oct 17 Grade Vocab 19, 20, 21 Timed Reading #7 MyReadingLab Summarizing and Paraphrasing Lab	Oct 19 Test Vocab 19, 20, 21 MyReadingLab Summarizing and Paraphrasing Test

9	<p>Oct 22</p> <p>Vocab 22, 23, 25</p> <p>MyReadingLab</p> <p>9 Patterns of Organization Combined Lecture</p>	<p>Oct 24</p> <p>Grade Vocab 22, 23, 25</p> <p>Timed Reading #8</p> <p>MyReadingLab</p> <p>9 Patterns of Organization Combined Lab</p>	<p>Oct 26</p> <p>Test Vocab 22, 23, 25</p> <p>MyReadingLab</p> <p>9 Patterns of Organization Combined Test</p>
10	<p>Oct 29</p> <p>Vocab 26, 27, 28</p> <p>MyReadingLab</p> <p>Purpose and Tone Lecture</p>	<p>Oct 31</p> <p>Grade Vocab 26, 27, 28</p> <p>Timed Reading #9</p> <p>MyReadingLab</p> <p>Purpose and Tone Lab</p>	<p>Nov 2</p> <p>Test Vocab 26, 27, 28</p> <p>MyReadingLab</p> <p>Purpose and Tone Test</p>
11	<p>Nov 5</p> <p>Vocab 29, 30</p> <p>MyReadingLab</p> <p>Inference Lecture</p>	<p>Nov 7</p> <p>Grade Vocab 29, 30</p> <p>Timed Reading #10</p> <p>MyReadingLab</p> <p>Inference Lab</p>	<p>Nov 9</p> <p>Test Vocab 29, 30</p> <p>MyReadingLab</p> <p>Inference Test</p>
12	<p>Nov 12</p> <p>Vocab Review 1-10</p> <p>MyReadingLab</p> <p>Critical Thinking Lecture</p>	<p>Nov 14</p> <p>Vocab Review 1-10</p> <p>MyReadingLab</p> <p>Critical Thinking Lab</p> <p>Current Event Assigned</p>	<p>Nov 16</p> <p>Vocab Review 1-10</p> <p>MyReadingLab</p> <p>Critical Thinking Test</p>
13	<p>Nov 19</p> <p>Vocab Review 11-21</p> <p>Current Event Lab</p>	<p>Nov 21</p> <p>NO SCHOOL</p> <p>Thanksgiving</p>	<p>Nov 23</p> <p>NO SCHOOL</p> <p>Thanksgiving</p>

14  Student Evaluation Instruments will be completed in all classes this week.	Nov 26  Vocab Review 11-21  Lexile Readings 1, 2, 3, 4  Current Event Lab	Nov 28  Vocab Review 11-21  Lexile Readings 5, 6, 7  Current Event Lab	Nov 30  Vocab Review 11-21  Lexile Readings 8, 9, 10  Current Event Lab
15	Dec 3  Vocab Review 21-30  Current Event Due	Dec 5  Vocab Review 21-30  MyReadingLab  Post Reading Assessment	Dec 7  Vocab Review 21-30  MyReadingLab  Post Reading Assessment
16  Finals	Dec 10  11:00 – 1:30  Final  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
Attendance	10% of the final grade
Current event assignment	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.

## 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](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](#).