

Course Syllabus

Department:Reading & Education

Course Title:Basic Reading

Section Name:READ_0372

Instructor Information

Name: Dr. Kathy Jones

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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: None or placement by counselors.

Scans

- | | |
|----|---|
| 1 | Reading |
| 9 | Creative Thinking, Problem Solving, Decision Making |
| 10 | Developing Personal Qualities (such as responsibility, self-esteem, sociability, self-management, integrity, and honesty) |

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:

Henry, D.J. (2011). *The Effective Reader* (3rd edition). Upper Saddle River, NJ: Pearson
And one vocabulary book (required after diagnostic placement testing)

Course Requirements (Lectures, Assignments and Assessments)

Lectures

Reading System for Skilled Readers-Reading Process, Before Reading : Survey and Question, Textbook Skills

Vocabulary in Context- Context Clues, Synonyms, Antonyms, General Context, Textbook Skills on Visual Vocabulary

Vocabulary Building Skills- Word Parts, Roots, Prefixes, Suffixes, Dictionary Skills, Textbook Skills for Learning Content Words

Locating Stated Main Idea-Topic Sentence, Central Idea and the Thesis

Supporting Details- Locating Supporting Details, Major and Minor Details, Ideas from General to Specific, Creating Summary

Outlines and Concept Maps- Outlines, Concept Maps, Table of Contents in a Textbook

Implied Main Ideas- Implied Main Ideas, Supporting Details, Thought Patterns, Annotating the Paragraph to Determine the Implied Main Idea, Creating a One-Sentence Summary, Textbook Skills: Pictures as Details
Inferences- Educated Guesses, Valid Inferences, Avoiding Invalid Conclusions
Critical Thinking- Transitions, Thought Patterns, Writer's Purpose and Tone, Relationship Among Ideas, Critical Reasoning Skills, Study Skills in Reading

Assignments

Vocabulary Textbook- Chapters 1-30
MyReadingLab units
Current Event Assignments-
Speed Reading- 10 Lessons

Assessments

Pre-Post-Reading Diagnostic Testing- Assessment of Specific Reading Skills, Assessment of Reading Grade level, Assessment of Reading Rate
Vocabulary Tests- Chapters 1-30
MyReadingLab Tests- Chapters 4-30
Vocabulary Final Exam

Week 1 (June 5 to 8)

Students will take assessments on vocabulary.

Initial silent reading rate determined.

Students will complete the pre-reading diagnostic assessments in MyReadingLab to determine strengths and weaknesses in reading skills.

Students will complete vocabulary exercises in Chapters 1-9 and take assessments.

Lecture/Open Classroom Discussion on Word Parts, Roots, Prefixes, and Suffixes

Vocabulary in Context and Vocabulary Skills Lecture

Students will be introduced to: Synonyms, Antonyms, General Context, Example

Students will complete the Vocabulary unit in MyReadingLab.

Students will find an article to use for their current event assignment.

Individualized instruction: tutoring

Week 2 (June 11 to 14)

Students will complete vocabulary exercises in Chapters 10-16 and take assessments.

Students will be introduced to speed reading drills and complete speed reading drill #1, #2, #3.

Lecture and Classroom Discussion: Locating Stated Main Ideas, Supporting Details, Implied Main Idea, and Outlining and Mapping

Students will complete Stated Main Idea, Supporting Details, Implied Main Idea, and Outlining & Mapping units in MyReadingLab.

For the current event assignment, students will identify and define 10 unknown words, annotate, and outline the article.

Individualized instruction: tutoring

Week 3 (June 18 to 21)

Students will complete vocabulary exercises in Chapters 17 to 23 and take assessments.

Students will complete speed reading drills #4, #5, #6, #7.

Lecture and Classroom Discussion: Summarizing and Paraphrasing, Patterns of Organization, Inference and Purpose & Tone

Students will complete Summarizing and Paraphrasing, 9 Patterns of Organization Combined, Inference, and Purpose & Tone units in MyReadingLab.

For the current event assignment, students will summarize the article, identify 9 patterns of organization, and identify the purpose and tone of the article.

Individualized instruction: tutoring

Week 4 (June 25 to 28)

Students will complete vocabulary exercises in Chapters 24 to 30 and take assessments.

Students will complete speed reading drills #8, #9, #10.

Lecture and Classroom Discussion: Critical Thinking

Students will complete 10 Lexile readings in MyReadingLab.

Students will use a current event to demonstrate the mastery of the following concepts:

- Vocabulary words

- Main idea

- Supporting Details

- Outlining and Mapping

- Summarizing and Paraphrasing

- Transition in Words

- Purpose and Tone

- Critical Thinking

Students will present current event project to classmates.

Individualized instruction: tutoring

Week 5 (July 2 to 5)

Students will complete the post-reading diagnostic assessment in MyReadingLab.

Students will take cumulative vocabulary assessment as a final exam.

Each student will receive a personalized conference covering the topics of: mastery of reading skills, reading grade level growth, reading rate growth, and any issues that still need to be addressed.

Grading Policy

Each week, I will provide grades or scores and comments on assignments within 6 days of when they were submitted.

Late assignments may receive a 10% deduction if assignments are not posted by 11:59 p.m. central on the day they are due. Technological issues will not be considered as valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor.

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
95+	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	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.

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](#).