Course Syllabus

Department:Reading & Education

Course Title:Basic Reading

Section Name:READ_0372 2nd

Instructor Information

Name: Dr. Kathy Jones

OC Email: ksjones@odessa.edu

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

THEA

      200or 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

      41or above   College Ready

Course Objectives

1.   Locate explicit textual information, draw complex inferences and describe, analyze, and evaluate the information within and across multiple texts of varying lengths

- Students locate explicit textual information in the stated main idea, supporting details, and patterns of organization modules of MyReadingLab.

- Students draw complex inferences in the implied main idea and inference modules of MyReadingLab.

- Students describe, analyze, and evaluate information within and across multiple texts of varying lengths in the purpose and tone and critical thinking modules of MyReadingLab.

- In lectures and cooperative learning assignments, students analyze current event articles using AVID strategies and by applying concepts taught in MyReadingLab.

2. Comprehend and use vocabulary effectively in oral communication, reading, and writing

- Students demonstrate comprehension of 300 new vocabulary words.

- Instruction is differentiated based on initial placement assessment.

- Students analyze morphemes in words to determine meaning.

- Students use context clues to learn the meaning of words (synonyms, antonyms, general context, and examples).

- Students use dictionaries.

- Students are required to use newly learned vocabulary in the culminating current event assignment.

3. Describe, analyze, and evaluate information within and across a range of texts.

- Students identify patterns of organization in texts of varying lengths and then describe which pattern of organization the author is using.

- Students analyze texts by identifying facts and opinions. Then students determine if the text is written inductively/deductively or objectively/subjectively.

- Students evaluate the author's claim by determining whether the supports the author used are relevant, accurate, or contain bias.

4. Identify and analyze the audience, purpose, and message across a variety of texts.

- Students identify whether a text is written to persuade, inform, or entertain.

- Students analyze the main idea of each paragraph in a text, then determine the author's central point.

- Students analyze author's claim to determine if it is credible by identifying examples of irrelevant arguments.

- Students analyze author's claim to determine if it is accurate by identifying examples of inadequate arguments.

5. Describe and apply insights gained from reading a variety of texts

- In the culminating current event project, students

- Submit a formal written paper analyzing a scholarly article 4 or more pages in length.

- Demonstrate use of dictionary by defining 10 words they do not know.

- Identify examples of 10 patterns of organization.

- Outline or map the major points in the article.

- Summarize the article's central point, thesis, or claim.

- Write at least two paragraphs summarizing major ideas in the article.

- Use at least 10 transition words in their writing.

- Use at least 10 of the vocabulary words learned this semester in their writing.

- Analyze the article by

    - Identify the author's claim

    - Stating if the article is deductive or inductive

    - Stating whether the article is objective or subjective

    - Justify whether they think the author's claim was adequately supported by relevant supports

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: Person

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. 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.

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

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.

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.

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

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.

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.

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 tests	30% 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.

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.