

# COURSE INFORMATION SHEET

**Course Number and Title:**

READ 0050 Basic Reading Skills (3-1-3)

**Course (Catalog) Description:**

Fundamental reading skills to develop comprehension, vocabulary, and rate. Includes intensive, diagnostic-based instruction in basic word attack skills, vocabulary development and basic comprehension strands: main idea, major and minor supporting details, information retention, fact/opinion identification, inferences, and critical reading. Individual and group tutoring, counseling, and computer-assisted learning are available.

<b>Instructor:</b>	<b>Class Meeting Location:</b>
<b>Instructor e-mail:</b>	<b>Instructor Office:</b>
<b>Office Hours:</b>	<b>Office Telephone:</b>

**Required Text and Materials:**

- McGrath, J. (2005). Basic Skills and Strategies for College Reading (2<sup>nd</sup> Ed.). Upper Saddle River, NJ: Prentice Hall.
- Scantron answer sheets (Form 882-E)
- One two-pocket folder with clasps
- #2 pencils

**Grading:****Criteria**

- **In order to pass to the next level, a grade of C or better is required.**
- The course grade will be determined as follows:

1. Daily Assignments	30%
2. Quizzes and Tests	40%
3. Lab	10%
4. Departmental Final (critical thinking element)	20%

## Scale

90-100	A	60-69	D NOT PASSING
80-89	B	0-59	F NOT PASSING
70-79	C		

## Testing Exit Procedure:

After the official record date, a test-out option is available. If you take the reading portion of the Accuplacer test and score 78 or higher, **show your test score to your instructor.** Then you may choose to stop attending class and receive a grade of "C."

To earn an "A" or "B" in this course, you must

- Continue attending class, and
- Complete all course work necessary for the higher grade, and
- Complete the work with an "A" or "B" average.

**Students who decide to continue the coursework to earn the "A" or "B" are exempt from lab and the final exam.**

After the official record date, a Developmental Reading student may not change to a higher level Developmental Reading class based on Accuplacer scores.

## Mandatory Participation:

You must attend and participate in each scheduled class and lab. If your participation standard is lower than 85%, you may be asked to withdraw from the course. If you do not drop, the instructor may issue you a grade of "F" at the end of the semester. You should be aware that if this is the only TSI-required developmental course for which you are registered, you may not drop this course. You are required to continue taking at least one developmental course until you complete all requirements of your TSI plan.

## General Education Program Assessment:

Assignments from this course are subject to being archived for general education assessment. Procedures will follow protocols as prescribed by the research guidelines of the Association for Institutional Research.

## Accommodations:

If you have a documented disability which will make it difficult for you to carry out the work as the instructor has outlined and/or if you need special accommodations due to a disability, please contact (956) 364-4520 or visit Support Services Office located in the Auxiliary Building as soon as possible to make appropriate arrangements.

## LEARNING GOALS AND OBJECTIVES:

Two major goals have been delineated:

- (1) mastery of an appropriate reading skills level and (2) mastery of a flexible approach to decoding words.

1. Given common words selected from high-frequency word lists, students will, pronounce the words when presented by the instructor or encountered during normal reading activity. Students will

- demonstrate a sight vocabulary consistent with appropriate READ 0100 entry level reading.
2. When faced with words not included in their sight vocabulary, students will decode the words through an effective, flexible application:
    - a. phonetic analysis
    - b. structural analysis
    - c. context clues
    - d. dictionary
  3. Students will develop and demonstrate a meaningful reading vocabulary consistent with READ 0100 entry level. This vocabulary will include:
    - a. synonyms.
    - b. antonyms.
    - c. homonyms.
    - d. figurative language.
    - e. slang and idiomatic expressions.
    - f. words with multiple meanings.
  4. Students will demonstrate entry level skills of READ 0100 literal comprehension strands, including:
    - a. identifying explicit (stated) or implied (inferred) main ideas.
    - b. identify and list details that answer specific questions and/or which support or develop main ideas.
    - c. identify or arrange facts or details in proper sequence.
  5. Students will demonstrate entry level for skills READ 0100 of the interpretative comprehension strands, including:
    - a. drawing conclusions.
    - b. formulating generalizations.
    - c. identifying relevant and/or non-relevant details.
    - d. interpreting sensory images.
  6. Students will demonstrate entry level skills for READ 0100 of the critical reading comprehension strands, including:
    - a. understanding the role of punctuation.
    - b. distinguishing fact and opinion.
    - c. determining the author=s purpose.
  7. Students will demonstrate entry level skills for READ 0100 of two study skills:
    - a. utilizing parts of books.
    - b. interpreting graphic materials.