

COURSE INFORMATION SHEET

Course Number and Title:

READ 0100 Reading Skills I (3-1-3)

Course (Catalog) Description:

This course is designed to enable college students to become more aware of themselves as readers and to develop strategies and skills to meet the demands of college reading. Emphasis is placed on vocabulary, study skills and the comprehension strands. Individual and group tutoring, counseling, and computer-assisted learning are available. Prerequisite: READ 0050, departmental placement, or equivalent.

Instructor:	Class Meeting Location:
Instructor e-mail:	Instructor Office:
Office Hours:	Office Telephone:

Required Text and Materials:

- Smith, Brenda (2005). Breaking Through (7th Ed.).New York: Pearson Longman
- Scantron answer sheets (Form 882-E)
- Loose-leaf paper
- Folder
- #2 pencils
- College-level dictionary

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	40%
2. Quizzes and Tests	30%
3. Lab	10%
4. Departmental Final	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 (January 23, 2007), 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 lab and receive a grade of "C."

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

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

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 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.

COURSE OBJECTIVES:

A. INTRODUCTION TO DETERMINING THE MEANING OF WORDS AND PHRASES

1. Use a dictionary productively
2. Define unfamiliar words
 - a. Surrounding words and phrases
 - b. Definition
 - c. Restatement
 - d. Example
 - e. Explanation
3. Recognize words with multiple meanings
4. Identify examples of figurative language
 - a. Simile
 - b. Metaphor
 - c. Personification
 - d. Hyperbole
5. Identify affixes and roots

B. INTRODUCTION TO UNDERSTANDING THE MAIN IDEA AND SUPPORTING DETAILS AT THE PARAGRAPH LEVEL

1. Identify main ideas in narrative and expository writing
2. Distinguish between stated versus unstated main ideas
3. Identify supporting details
4. Understand terms related to the main idea

C. INTRODUCTION TO PURPOSE, POINT OF VIEW, AND INTENDED MEANING IN WRITTEN MATERIAL

1. Recognize a writer's intent
 - a. Word choice
 - b. Method of development
 - c. Audience
 - d. Tone
 - d. Point of view

D. INTRODUCTION TO THE RELATIONSHIP AMONG IDEAS

AT THE PARAGRAPH LEVEL

1. Identify organizational patterns and relationships in written material
 - a. Sequential order
 - b. Cause/effect
 - c. Ideas in opposition
 - d. Problem and solution(s)

E. INTRODUCTION TO CRITICAL REASONING SKILLS AS MEANS OF EVALUATING WRITTEN MATERIAL

1. Identify the writer's main idea or argument
2. Identify the assumptions underlying a writer's argument
3. Identify types of support
4. Evaluate the types of support
4. Identify various types of logical fallacies

F. INTRODUCTION TO APPLYING STUDY SKILLS TO READING ASSIGNMENTS

1. Take notes, outline, and draw word maps
2. Summarize
3. Interpret information in graphic form
4. Follow written instructions