

Course Information Sheet

Course Number and Title:

READ 0200 Reading Skills II (3-1-3)

Course (Catalog) Description:

This course is a continuation of READ 0100. The focus is on increased proficiency in basic forms of expository writing and critical reading skills in addition to vocabulary, study skills, and the comprehension strands essential to success in academic and technical fields of study. Individual and group tutoring, counseling, and computer-assisted learning are available.

Prerequisite: READ 0100, departmental placement, or equivalent.

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

Required Text and Materials:

- Smith, B. (2003). Bridging the Gap: College Reading (8th Ed.). New York: 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.**
- READ 200 will require students completing the course to take the reading portion of the Accuplacer. The Accuplacer grade will count as 10% of the course grade.
- The course grade will be determined as follows:

1. Daily Assignments	30%
2. Quizzes and Tests	30%
3. Lab	10%
4. Accuplacer Score	10%
5. 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. DEFINE WORDS AND PHRASES USING CONTEXT CLUES
 1. Utilize context clues
 - a. Restatement
 - b. Synonyms
 - c. Antonyms
 - d. Definitions
 - e. Explanation
 3. Understand words with multiple meanings
 4. Distinguish between denotative and connotative meanings
 5. Apply knowledge of figurative language to literature
 6. Analyze the structure of words

- B. IDENTIFY THE MAIN IDEA AND SUPPORTING DETAILS IN MULTIPARAGRAPH PASSAGES
 1. Recognize main ideas in a variety of genres and in academic content area writing
 2. Identify directly stated main ideas
 3. Identify implied main ideas
 4. Distinguish between major and minor supporting details
 5. Understand terms related to the main idea

- C. IDENTIFY THE WRITER'S PURPOSE, POINT OF VIEW, AND INTENDED MEANING IN MULTIPARAGRAPH PASSAGES
 1. Recognize a writer's purpose
 - a. Word choice
 - b. Method of development
 - c. Audience
 - d. Tone
 - e. Point of view

D. ANALYZE THE RELATIONSHIP AMONG IDEAS IN MULTIPARAGRAPH PASSAGES

1. Understand organizational patterns and relationships
 - a. Chronological and spatial order
 - b. Cause/effect
 - c. Comparison/contrast
 - d. Exemplification
 - e. Argumentative
 - f. Definition
 - g. Problems and solution(s)

E. APPLY CRITICAL REASONING SKILLS TO THE EVALUATION OF WRITTEN MATERIAL

1. Identify the writer's argument and underlying assumptions
2. Identify types of support
 - a. Reasons
 - b. Facts
 - c. Expert opinion
 - d. Examples
 - e. Analogy
3. Evaluate types of support
 - a. Completeness
 - b. Relevance
 - c. Validity
 - d. Objectivity
4. Draw logical inferences to reach a reasoned judgment
5. Differentiate among fact, opinion, and reasoned judgments
6. Assess the overall logic and credibility of the argument

F. APPLY STUDY SKILLS TO ACADEMIC READING ASSIGNMENTS

1. Utilize outlining and mapping to organize information
2. Utilize summaries to organize information
3. Integrate written and graphic information

G. IMPROVE READING SPEED AND COMPREHENSION

1. Understand the physical factors involved in the reading process
2. Adjust reading speed based on type of reading material and purpose for reading
3. Acquire rapid reading skills
 - a. Skimming
 - b. Scanning