Course Syllabus

Department:Reading & Education
Course Title:Basic Reading
Section Name:READ_0372 WB9

Instructor Information

Name: Dr. Kathy Jones
OC Email: ksjones@odessa.edu
OC Phone #:(432) 335-6529
Cell Phone #: (432) 230-0130

Office Hours:
Tuesday and Thursday: 8:00 – 9:30
Monday, Wednesday and Thursday: 1:00 to 3:30
Tuesday evenings: 6:30 to 7:30

Supervisor:
Dr. Tina Caro
OC Email: tcaro@odessa.edu
OC Phone: 432-335-6614
Cell Phone: 432-853-2500

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
41 or 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
    o   Students locate explicit textual information in the stated main idea, supporting details, and patterns of organization modules of MyReadingLab.
    o   Students draw complex inferences in the implied main idea and inference modules of MyReadingLab.
    o   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.
    o   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
    o   Students demonstrate comprehension of 300 new vocabulary words.
    o   Instruction is differentiated based on initial placement assessment.
    o   Students analyze morphemes in words to determine meaning.
    o   Students use context clues to learn the meaning of words (synonyms, antonyms, general context, and examples).
    o   Students use dictionaries.
    o   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.

- o   Students identify patterns of organization in texts of varying lengths and then describe which pattern of organization the author is using.
- o   Students analyze texts by identifying facts and opinions. Then students determine if the text is written inductively/deductively or objectively/subjectively.
- o   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 discussion threads, students apply the skills they have been learning to articles.

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 in READ 0372 WB9

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. 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 within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; 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.**

2. 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.

3. 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
   - post grades for discussion postings within one week of the discussion thread closing.
   - 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

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
   - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
   - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
   - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

2. 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
   - **getting "kicked off" of the system during tests or quizzes;**
   - having trouble submitting assignments; and
   - dealing with a traumatic personal event.

3. 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,**
   - access my course several times during the week to keep up with assignments and announcements

Grading Policy

Grades will be weighted as described below:

Vocabulary tests	40% of the final grade
MyReadingLab	40% of the final grade
Discussions	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 in April.

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.

READ 0372 WB9 Calendar

Spring 2013

Week	Vocabulary 40% of Grade	Discussion 10% of Grade	MyReadingLab 40% of grade
1 Jan. 22 to 27	www.townsendpress.net Vocabulary Placement Assessment	Blackboard Discussion #1 Introduce yourself	
2 Jan. 27 to Feb. 3		Respond to 2 other students' Discussion 1 post Syllabus Search	www.myreadinglab.com Register Jones71984 Path Builder Lexile Locator
3 Feb. 3 to 10	Vocabulary 1, 2, 3 Vocabulary in context Word Definitions Sentence Check 2 Final Check Online Test 1 and/or 2	What did you learn in the Reading Rate module? Respond to at least two **other students' posts.**	Reading Skills Learning Path Study by Module Reading Rate - Overview - Model - Animation - Recall - Practice 1 - Practice 2 - Practice 3 Post-test
4 Feb. 10 to 17	Vocabulary 4, 5 Vocabulary in context Word Definitions Sentence Check 2 Final Check	How can you improve your vocabulary? How can improving your vocabulary help you in your other college classes and in life?.	Reading Skills Learning Path Study by Module Vocabulary - Overview - Model - Animation - Recall

	Online Test 1 and/or 2	Respond to at least two **other students' posts**	• Practice 1 • Practice 2 • Practice 3 Post-test

5
 	
Feb. 17 to 24
	Vocabulary 7. 8, 9
	
	Vocabulary in context
	
	Word Definitions
	
	Sentence Check 2
	
	Final Check
	
	Online Test 1 and/or 2
		*Find an article on the internet that interests you that has an example of a stated main idea
		
		*Include the article's citation
		
		*Copy a paragraph from the article.
		
		  *Write a paragraph in which you identify the main idea and why you think it is the main idea.
			Reading Skills
			
			Learning Path
			
			Study by Module
			
			Stated Main Idea
			
			• Overview
			• Model
			• Animation
			• Recall
			• Practice 1
			• Practice 2
			• Practice 3
			  Post-test

6
 	
Feb. 24 to Mar. 3
	Vocabulary 10, 11
	
	Vocabulary in context
	
	Word Definitions
	
	Sentence Check 2
	
	Final Check
	
	Online Test 1 and/or 2
		*Find an article on the internet that interests you that has an example of a implied main idea
		
		*Cite it.
		
		*Copy a paragraph from the article.
		
		  *Write a paragraph in which you identify the main idea and why you think it is the main idea.
			Reading Skills
			
			Learning Path
			
			Study by Module
			
			Implied Main Idea
			
			• Overview
			• Model
			• Animation
			• Recall
			• Practice 1
			• Practice 2
			• Practice 3
			  Post-test

7 Mar. 3 to 10	Vocabulary 13, 14, 15 Vocabulary in context Word Definitions Sentence Check 2 Final Check Online Test 1 and/or 2	*What have you learned so far this semester? *Write a paragraph with a stated main idea and at least 3 supporting details that describe what you have learned so far this semester. Conclude with a sentence that summarizes what you have said.	Reading Skills Learning Path Study by Module Supporting Details • Overview • Model • Animation • Recall • Practice 1 • Practice 2

		*Respond to at least two **other students' posts.**	• Practice 3 Post-test
Spring Break Mar 11 to 15			
8 Mar. 17 to 24	Vocabulary 19, 20, 21 Vocabulary in context Word Definitions Sentence Check 2 Final Check Online Test 1 and/or 2	*Find an article from the internet that interests you. ***Include the article's** citation. *Outline or map it. *Respond to at least two **other students' posts.**	Reading Skills Learning Path Study by Module Outlining and Mapping • Overview • Model • Animation • Recall • Practice 1 • Practice 2 • Practice 3 Post-test

9 Mar 24 to 31 2nd 8 weeks begins	Vocabulary 22, 23 Vocabulary in context Word Definitions Sentence Check 2 Final Check Online Test 1 and/or 2	*Find an article from the internet that interests you. ***Include the article's** citation. *Summarize the article's major points. *Be sure to paraphrase the points and not copy them. *Respond to at least two **other students' posts.**	Reading Skills Learning Path Study by Module Summarizing and Paraphrasing • Overview • Model • Animation • Recall • Practice 1 • Practice 2 • Practice 3 Post-test
10 Mar. 31 to Apr. 7	Vocabulary 25, 26, 27 Vocabulary in context Word Definitions Sentence Check 2	*Is MyReadingLab helping your reading comprehension skills? *Write a thesis sentence (stated main idea) that states your claim (it is helping or it is not	Reading Skills Learning Path Study by Module 9 Patterns of Organization Combined • Overview

	Final Check Online Test 1 and/or 2	helping). *Support your claim with at least 3 examples. *Include at least 3 transition words. *End your paragraph with a summarizing statement. *Respond to at least two **other students' posts.**	• Model • Animation • Recall • Practice 1 • Practice 2 • Practice 3 Post-test
11 Apr. 7 to 14	Vocabulary 28, 29, 30 Vocabulary in context Word Definitions Sentence Check 2 Final Check Online Test 1 and/or 2	*Find an article on the internet. *Write a paragraph that summarizes the paragraph. *In your paragraph discuss what the author's purpose was. Also, identify specific words that author uses to set the tone for the article. *Respond to at least two **other students' posts.**	Reading Skills Learning Path Study by Module Purpose and Tone • Overview • Model • Animation • Recall • Practice 1 • Practice 2 • Practice 3 Post-test
12 Apr. 14 to 21	Review on Blackboard Vocabulary 1 to 10	*Find an article on the internet that contains inferences. *Write a paragraph that includes examples of inferences. *Respond to at least two **other students' posts.**	Reading Skills Learning Path Study by Module Inference • Overview • Model • Animation • Recall • Practice 1 • Practice 2 • Practice 3 Post-test

13 Apr. 21 to 28	Review on Blackboard Vocabulary 11 to 20	• Find an article on the internet. • Identify the author's claim. • Were there enough supporting details to support the claim? • Discuss whether the author used relevant claims. • Respond to at least two other students' posts	Reading Skills Learning Path Study by Module Critical Thinking • Overview • Model • Animation • Recall • Practice 1 • Practice 2 • Practice 3 Post-test
14 Apr. 28 to May 5	Review on Blackboard Vocabulary 21 to 30	*Has your vocabulary improved this semester? *Write a thesis sentence stating your claim. *Support your claim with at least 3 examples. *Conclude your paragraph with a summarizing sentence. *Respond to at least two other students' posts.	Do 10 Lexile Readings Reading Level Next Reading • Select a reading • Diagnostic • Exercise Goal: 1200L = A 1100L = B 1000L = C 900L = D 800L or below = F
15 May 5 to 12	Reviews on Blackboard	How has your semester gone so far this semester? What are your plans for next semester? *Respond to at least two other students' posts.	Reading Skills Learning Path 3 Take a Mastery Check to demonstrate mastery

16 May 12 to 14 Finals Week	FINAL 10% of grade On Blackboard under your vocabulary tab Must be taken before Tuesday night at midnight		