

DSPR 0800
Developmental Reading
Course Syllabus

Instructor's Name: _____ Email: _____

Office: _____ Phone: _____

Semester/Year: _____ DSPR 0800 _____ (section)

3 Credits 3 Class Hours

Course Description

This course provides diverse opportunities for increasing reading efficiency. Emphasis is given to vocabulary, comprehension, critical reading and flexibility of reading rates.

Prerequisite: DSPR 0700 or equivalent

Rationale

The purpose of this course is to equip the student with basic reading, speaking, listening and reasoning skills.

General Course Goals

After completing the course, the student will:

1. Identify main ideas, supporting details and literal meaning of a reading passage.
2. Recognize the author's purpose and style, identify the writer's purpose and point of view and interpret inferential and subjective meaning of a reading passage.
3. Adjust reading speed to the material and the purpose for reading.
4. Define unfamiliar words by using structure, context clues and/or the dictionary.
5. Use standard English to verbalize and summarize ideas.
6. Draw and defend conclusions from written, oral or visual sources.
7. Comprehend, develop and use concepts and generalizations as well as recognize differences between fact and opinion.

Text and Materials

Text: *The Effective Reader*, Second Edition, by D.J. Henry
Pearson Education, Inc. 2008

Other: Notebook, pen, #2 pencils, Scantron Answer sheets, dictionary, and index cards

Note: Your instructor may require additional materials such as a manila folder, a novel, and access to news magazines, newspapers, and a computer.

Schedule of Activities

This schedule may be adjusted by your instructor if needed.

First Week: _____

1. Introduction to Course
2. Pretest
3. "Introduction," pages 1 - 4
4. Instructor Selected Introduction Activities
5. Log-in
6. Diagnostic and Lexile testing

Second Week: _____

1. "A Reading System for Effective Readers," pages 7-24
2. Chapter Review, Applications, Review Tests, and Mastery Tests: pages 24 - 46
3. Chapter 2: "Vocabulary and Dictionary Skills," pages 47 – 78
4. "MyReadingLab" assignment

Third Week: _____

1. Chapter Review, Applications, Review Tests, and Mastery Tests: pages 78 - 104
2. Additional Reading: "One Person's Path to Literacy," pages 662 - 668
3. Chapter 3: "Stated Main Ideas," pages 105 - 133
4. "MyReadingLab" assignment

Fourth Week: _____

1. Additional Reading: "Native American Sports Mascots," pages 669 - 676
2. Chapter Review, Applications, Review Tests, and Mastery Tests: pages 133 - 158
3. "MyReadingLab" assignment
4. **Test: Chapters 1 - 3**

Fifth Week: _____

1. Chapter 4: "Supporting Details," pages 159 - 173
2. Chapter Review, Applications, Review Tests, and Mastery Tests: pages 173 - 197
3. Additional Reading: "Messages from a Welfare Mom," pages 677 - 684
4. "MyReadingLab" assignment

Sixth Week: _____

1. Chapter 5: “Outlines and Concept Maps,” pages 199 - 211
2. Chapter Review, Applications, Review Tests, and Mastery Tests: pages 211 - 240
3. Additional Reading: “Darkness at Noon,” pages 685 - 691
4. “MyReadingLab” assignment

Seventh Week: _____

1. Chapter 6: “Transitions and Thought Patterns,” pages 241 - 271
2. Chapter Review, Applications, Review Tests, and Mastery Tests: pages 271 - 294
4. “MyReadingLab” assignment

Eighth Week: _____

1. Additional Reading: “Curbing College Drinking,” pages 692 - 698
2. “MyReadingLab” assignment
3. **Test: Chapters 4 - 6**

Ninth Week: _____

1. Chapter 7: “More Thought Patterns,” pages 295 - 321
2. Chapter Review, Applications, Review Tests, and Mastery Tests: pages 321 - 346
3. Additional Reading: “Time to Look and Listen,” pages 699 - 706
4. “MyReadingLab” assignment

Tenth Week: _____

1. Chapter 8: “Implied Main Ideas and Implied Central Ideas,” pages 347 - 368
2. Chapter Review, Applications, Review Tests, and Mastery Tests: pages 369 - 400
3. Additional Reading: “The Day Language Came into My Life,” pages 707 - 714
4. “MyReadingLab” assignment

Eleventh Week: _____

1. Chapter 9: “Fact and Opinion,” pages 401 - 422
2. Chapter Review, Applications, Review Tests, and Mastery Tests: pages 422 - 448
3. “MyReadingLab” assignment
4. **Test: Chapters 7 - 9**

Twelfth Week: _____

1. Chapter 10: “Tone and Purpose,” pages 449 - 471
2. Chapter Review, Applications, Review Tests, and Mastery Tests: pages 471 - 500
3. Additional Reading: “Neat People vs. Sloppy People,” pages 715 - 721
4. “MyReadingLab” assignment

Thirteenth Week: _____

1. Chapter 11: “Inferences,” pages 501 - 522
2. Chapter Review, Applications, Review Tests, and Mastery Tests: pages 522 - 550
3. Additional Reading: “How the Crab Apple Grew,” pages 722 – 731
4. “MyReadingLab” assignment

Fourteenth Week: _____

1. Additional Reading: “Coming Out, the First Time,” pages 732 - 740
2. “MyReadingLab” assignment
3. **Test: Chapters 10-11**

Fifteenth Week: _____

1. Wrap-Up/Finals
2. Diagnostic Testing

Final Course Grade

The lowest passing grade for this course is C. The final grade will be based on the reading tests, outside readings and final examination.

Grading Scale

Attendance/Participation – 10%	A = 90 - 100
Homework – 20%	B = 80 - 89
MyReadingLab – 20%	C = 70 - 79
Tests (4) and Final Exam – 50%	F = 69 and below

Special Accommodation

Southwest Tennessee Community College is committed to providing reasonable accommodation for all qualified students with disabilities. It is the responsibility of the student to contact the Students’ Disabilities Services Office to arrange for appropriate accommodation. When the disability has been documented and verified, a counselor will contact the instructor regarding any special accommodation to be provided.

For more information, refer to the College Catalog or contact the Student’s Disabilities Service Office located on the Macon Cove and Union Avenue campuses.

Misuse of Computers

Computers located in the labs are for EDUCATIONAL PURPOSES ONLY.

GENERAL INFORMATION

The Tennessee Board of Regents, which governs Southwest Tennessee Community College, provides a program to help students review certain subjects prior to taking college courses. The program is offered at Southwest by the Developmental Studies Department. The Developmental Studies Department is a part of the Liberal Studies and Education Division.

Developmental Studies

Developmental Studies are studies or courses designed to prepare students to be successful in their degree program. The Developmental courses include Study Skills, Basic Reading and Developmental Reading; Basic Writing and Developmental Writing; and Basic Mathematics, Elementary Algebra and Intermediate Algebra. It has been proven nationwide that students who complete a developmental studies program tend to make higher grades than they would have made without the developmental studies program. These students are better able to deal with the rigors of college life, do better on tests and complete their degree programs.

Computerized Adaptive Placement Assessment and Support System

In order to enroll in courses of the Developmental Studies Department, students must demonstrate a need to improve academic skills through assessment tests, which include writing, reading, and mathematics. These tests are required of most first-time college students entering Southwest. The American College Test (ACT) and the Computerized Adaptive Placement Assessment and Support System (COMPASS) are the tests required by the Tennessee Board of Regents.

Prerequisites for Degree Courses

As a result of diagnostic testing, the Tennessee Board of Regents may require students to complete certain developmental courses **before** taking related college courses for a degree. These courses may include reading, writing, mathematics, and study skills. Successful completion of these courses should provide an advantage for future success in college.

Attendance Policy

1. Attendance

The Tennessee Board of Regents, Southwest's governing body, mandates regular attendance in all developmental courses. Any student who misses more than two weeks of class meetings may receive an automatic failing grade despite any passing grades earned or any other class meetings attended. Exceptions to this policy will be made only in extenuating circumstances. Documentation of the extenuating circumstances will be required.

Students are expected to attend the entire class meeting. Students who leave before the class ends will be counted absent for the entire class meeting.

Attendance is recorded for every class. It is also reported to the Records Office. If a student stops attending class, the student will fail the class.

Students are allowed to miss 4 class meetings in MW or TR classes. Students are allowed to miss 2 class meetings in one day-a-week or one night-a-week classes. If a student misses more than the allowed number of absences, the student will fail the course.

2. Punctuality

Students are expected to be in class and seated by the posted starting time of the class. Late arrivals disrupt class and should be kept to a minimum. Three late arrivals will be counted as one absence.

If a student is more than 15 minutes late for a class, then that student will be permitted to remain in class and participate, but will be counted absent for the entire class meeting.

Probation and Suspension Regulations

A student who does not pass a developmental course on the first attempt is placed on probation, regardless of any other grades. If the student does not pass the course on the second attempt, the student is placed on suspension from school, regardless of any other grades. A final grade of C is the lowest passing grade given for successful completion of a developmental course. D's are not given.

Academic Misconduct

As stated in the Southwest Tennessee Community College catalog, "Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through regular college procedures as a result of academic misconduct, the instructor has the authority to assign an "F" grade or a zero for the exercise or examination, or to assign an "F" grade for the course. College sanctions for academic misconduct may include suspension or dismissal from the College."